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ED 015 392 AC 001 774

ADULT BASIC EDUCATION.

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PUB DATE NOV 67

EDRS PRICE MF-$0.50 HC-$2.40 58P.

DESCRIPTORS- *ADULT BASIC EDUCATION, *ABSTRACTS, *BIBLIOGRAPHIES, ILLITERACY, ADULT VOCATIONAL EDUCATION, INSTRUCTIONAL MATERIALS, YOUTH PROGRAMS, MILITARY TRAINING, ETHNIC GROUPS, EVALUATION, RESEARCH, UNITED STATES, CANADA,

THIS REPORT CONTAINS ABSTRACTS OF RESEARCH REPORTS AND EVALUATION STUDIES RELATED TO ADULT BASIC EDUCATION CONDUCTED IN THE UNITED STATES AND CANADA. THE MAJORITY OF THE REPORTS WERE DATED 1965, 1966, OR 1967, MANY BEING RELATED TO FEDERAL FUNDS EITHER DIRECTLY OR INDIRECTLY. AN INTRODUCTION DESCRIBES THE PURPOSE OF THE REPORT, PROVIDES SOME BASIC DEFINITIONS, OUTLINES SEARCH PROCEDURES, DESCRIBES THE FORM OF THE ABSTRACTS, AND INCLUDES A BRIEF SECTION ON TRENDS AND COMMENTARY. THE ABSTRACTS WHICH FOLLOW INCLUDE FULL BIBLIOGRAPHIC CITATION TO THE SOURCE, A SUMMARY, AND A LIST OF MAJOR TERMS FOR RETRIEVAL. A BIBLIOGRAPHY IS INCLUDED OF ADDITIONAL REFERENCES THAT HAVE BEEN IDENTIFIED AS POTENTIALLY RELEVANT BUT HAVE NOT BEEN LOCATED AND ABSTRACTED. (AUTHOR/RT)

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ADULT BASIC EDUCATION

A set of abstracts of books, articles, and reports of research and evaluation studies conducted in the United States and in Canada, related to part-time educational programs for adults designed to increase literacy toward the equivalent of the eighth grade.

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November 1967

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AC001774

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INTRODUCTION

This set of abstracts of studies related to Adult Basic Education has been prepared to serve a variety of purposes. The resulting abstracts increase the accessability of information about most of the completed studies on this topic, but also demonstrate how few generalizations regarding Adult Basic Education can be based on rigorous research. The initial sections of the report describe the purpose of the report, provide some basic definitions, outline search procedures, describe the form of the abstracts, and include a brief section on trends and commentary. The major section of the report contains the abstracts. Each abstract includes the full bibliographic citation to the source, a summary, and a list of major terms for retrieval. Following the section of abstracts is a bibliography of additional references that have been identified as potentially relevant but have not been located and abstracted. Additional studies and reviews of research regarding Adult Basic Education are currently in progress. It is anticipated that in the future, a supplement to this set of abstracts will be prepared. In the meantime, the Center for Adult Education will appreciate receiving reports of research and evaluation studies related to Adult Basic Education in North America, for inclusion in the supplement. It is hoped that this set of abstracts will stimulate the production of more and better research related to Adult Basic Education and its more extensive utilization by practitioners.

Background and Purpose

Throughout the world, the adults with the least education tend to be at a major disadvantage in most spheres of life. This is especially true for the illiterate adult in most nations, and in the industrialized nations it is increasingly true for the adult who lacks functional literacy. Although efforts to increase adult literacy have occurred throughout man's history, during the past half century the scope and pace of these efforts have been increasing at an accelerating rate. In many ways, the major innovation and program experimentation related to literacy education for adults has occurred in the less technologically developed areas of the world. It is only recently that widespread efforts to eliminate adult illiteracy have been undertaken in the highly industrialized nations such as Canada and the United States. In most literacy campaigns throughout the world, the overwhelming emphasis has been on operational procedures with very little research or systematic evaluation.

In the United States, literacy education for adults and out-of-school youth has been referred to as Adult Basic Education. Since World War I, much of Adult Basic Education has occurred in the form of English for the foreign-born in Americanization programs, literacy programs for American Indians, and a scattering of adult elementary education offered by the schools. During the past few years, the scope of adult basic education has been extended greatly, in part as a result of Federal funds for this purpose. In the past, much of adult education has been financed from fees that were paid by the participants, and adult illiterates are among the least able to pay.

Over the years, programs of Adult Basic Education in the United States have had limited effectiveness, especially in accomodating approaches and methods to the unique characteristics of this category of adult learners so that the adult educator could successfully reach and teach adults who were not functionally literate. Many of the methods and materials that were relatively successful with elementary school children or with more highly educated adults were less successful with illiterate adults. Adult educators who had experience in Adult Basic Education programs accumulated increased understanding of the problem, such as the identification of points at which methods and materials needed to be adapted for the illiterate adult and of generalizations that would contribute to more effective practice. Many of these generalizations have been related to differences in approach that were appropriate for the foreign born immigrant who was literate in another language but who was learning to communicate in English, compared with the native born adult who spoke English, but who could not read or write it. Today, in the United States in addition to the few persons with experience in Adult Basic Education, the vast majority of persons who are currently working in this segment of the field of adult education had no contact with it until a few years ago. As a result of the rapid expansion of Adult Basic Education and the lack of experienced teachers and administrators, there is currently great interest in obtaining tested knowledge as a basis for increasing program effectiveness.

During the past year or two there has been a rapid increase within the field of adult education in information seeking related to Adult Basic Education. This professional interest has been apparent in the large proportion of requests that have been received by special libraries and government agencies related to adult education. Many of the requests have dealt with materials and descriptions of current practice. However, some of the requests have been for tested knowledge in the form of research reports or systematic evaluation studies. In addition, as there has been an increasing amount of research and evaluation related to adult literacy and fundamental education throughout the world, there has been increased interest in the results of comparable research in North America. It is in response to this growing interest in reports of research and evaluation studies related to Adult Basic Education in the United States and in Canada that the present set of abstracts was prepared.

The purpose of this set of abstracts is to assemble at this point in time, summaries of most of the available reports of research and evaluation related to Adult Basic Education in Canada and in the United States. A major part of this effort was the search for reports, because many of them were not published in the standard ways that allow retrieval by use of the usual bibliographic search procedures. Interested practitioners and researchers can by reading the set of abstracts gain a general idea of the existing research related to Adult Basic Education. Those who are especially interested in certain studies can then locate and read the full report. Those who plan to conduct research related to Adult Basic Education can identify competing hypotheses and major

gaps as a basis for planning their own research efforts. Those who want to improve the Adult Basic Education programs in which they teach or administer can identify promising approaches that can be tried by combining program innovations and careful evaluation procedures. Persons who make decisions about the extent of investment in research and evaluation related to adult basic education can also benefit from the overview that is provided by the set of abstracts.

Definitions

Many terms are used in writings about Adult Basic Education, and there are many types of activity that are referred to as research and evaluation. The following definitions are listed to help clarify the way in which these major terms are used in this document.

Adult Education. This term refers to systematic, sustained and supervised learning activities engaged in on a part-time basis by adults who have left full-time preparatory education. A recent synonym is continuing education. The learner may have left preparatory education at any level, during elementary school or after completing a doctorate. The supervision includes guidance in the selection of objectives, learning experiences, and evaluation procedures. The supervision may be by persons in various mentor roles such as teacher, counselor, and writer or by the learner himself. The educational program may be sponsored by any one of various types of agencies, including educational institutions such as schools and colleges, and non-educational organizations such as employers and associations.

Adult Basic Education. This term refers to that segment of the field that is concerned with helping adults who failed to obtain the equivalent of eight years of preparatory education. The terms fundamental education and literacy education are sometimes used as synonyms. The terms basic literacy and functional literacy are sometimes used to designate levels of proficiency.

Basic Literacy. This term refers to the ability to read and write simple materials such as popular newspaper articles. In the United States this level is often equated with that of the average student at the end of third grade.

Functional Literacy. This term refers to the ability to learn and to perform at least at a minimal level in further education and in the economic, political, and social life of the nation. It typically requires both communication skills and subject matter fundamentals in the basic fields. In the United States this level is often equated with that of the average student at the end of eighth grade. The U. S. Census criteria is fifth grade.

Studies. This term is used to refer to any research or evaluation project conducted for the primary purpose of collecting and analyzing data to increase the understanding of some phenomenon. Because very few

rigorous research projects related to Adult Basic Education have been conducted in North America, very loose criteria have been used for inclusion of studies.

Research. This term refers to studies that are designed to obtain tested knowledge from which we may generalize. Typically there is a rationale that links the research study to a larger body of research and theory and there is a concern for sampling to facilitate generalization. Usually the data is collected and analyzed to test the adequacy of predictions based on parts of the rationale.

Evaluation. This term includes studies that are designed to facilitate judgments regarding effectiveness based on evidence. Typically, a careful description of current practice in one program or agency is compared with its objectives or standards of excellence. The description includes not only the outcomes but also the inputs and the processes by which they are transformed into outputs. The range of methods of data collection and analysis are the same as for research studies, but usually rigor and generalizability are more limited in order to increase relevance to the specific situation and participation in the evaluation process by those whose continued participation is necessary if the results of the evaluation are to be used.

Description. This term includes studies that are designed to provide summary information about an agency, program, or practice without a major emphasis on assessment, rationale, or generalization. Some descriptive studies may be verbal such as a report on an innovative program, while other descriptive studies are statistical such as a summary of student characteristics. In general, descriptive studies have been included only if they include a large number of agencies or programs, or if the programs or practices are especially innovative or effective.

Search Procedures

Because of the recency of most of the North American studies related to Adult Basic Education and the informal ways in which they are reported, two general approaches were used to locate study reports. One was to use the standard bibliographic search procedures and the second was to request leads from the persons and organizations that have been most actively concerned with Adult Basic Education. The bibliographic procedures included a review of (a) the major indexes related to education and especially educational research, (b) the major publications in the field of adult education, (c) the bibliographies or recent books on Adult Basic Education and each report that was abstracted, and (d) the major abstract listings including the one produced by the ERIC system. The types of organizations that were contacted included (a) the libraries with specialized adult education collections such as the adult education collection at Teachers College, Columbia University; the Library for Continuing Education at Syracuse University (affiliated with ERIC); and the library of the Canadian Association for Adult

Education; (b) Adult Education professional associations such as the Canadian Association for Adult Education, the Adult Education Association of U.S.A., the National Association for Public School Adult Education, and the National University Extension Association; (c) governmental bureaus concerned with Adult Basic Education such as a variety of U. S. Department of Health, Education, and Welfare units including the U. S. Office of Education's Bureau of Research and Bureau of Vocational and Adult Education and Library Services, and one of the USOE regional offices; the office of economic opportunity; and some of the state education departments that have been most active in this area especially in relation to research and evaluation; (d) the universities that have been most active in this area including Columbia, Indiana, Pittsburgh, Syracuse, and a variety of other organizations such as the Laubach Literacy Fund and the Center for Applied Linguistics.

Abstract Form

An attempt has been made to prepare each abstract by using the same form and presenting comparable information. However, the great variability in the study reports precluded complete standardization. Each abstract contains the complete bibliographic citation beginning with authors last name and where available including the cost of the report and the source from which a copy could be obtained. The summary includes objectives, procedures, and findings. The basic guides for detailed procedures were those used by ERIC and by UNESCO, which were exceedingly similar. Both have a length limitation of a few hundred words. For a few of the major studies in the present set of abstracts, a second more detailed summary is also included. Only abstracts with an ERIC number were prepared in complete conformity with the ERIC form and procedures.

Preparation of Abstracts

Many persons who are concerned with studies related to Adult Basic Education in North America have contributed to the process by which this set of abstracts was prepared. Where satisfactory abstracts had already been prepared they were used with only slight modification. A major contribution was made by the Library of Continuing Education at Syracuse University. Much of the search and abstracting was conducted by Mrs. Virginia R. Arroyo and other persons associated with the Center for Adult Education, at Teachers College, Columbia University.

Trends and Commentary

The relevant studies that have been located and abstracted are recent. About two-thirds were dated 1965, 1966 or 1967. Of the remainder, no more than four or five were reported in any one year since 1945. Many of the recent studies were related to Federal funds either directly by a grant for the study or indirectly through association with an educational program that was Federally funded.

A few of the studies were conducted in Canada. Of the remainder about one-quarter were based on nationwide samples in the U. S, one was based on three states, another quarter were conducted in California, and almost all of the remaining U. S., studies were scattered around a dozen states in various parts of the country.

Almost half of the studies were co-sponsored by an educational institution with staff and a Federal agency with money. More than half of the sponsors were institutions of higher education. A variety of types of local organizations each sponsored one or several studies. These types included state departments of education, the military, school districts, professional associations, and a consulting firm. Four different Federal agencies were listed at least several times as co-sponsors and typically as a major source of funds.

Three broad types of studies that can be readily differentiated are research, evaluation, and description. Somewhat more than one-third of the studies were evaluations, mostly of single programs during the period of a year. Another one-third were descriptions, mostly verbal with a scattering of statistics. The remaining one-quarter were research studies. Most of the research studies were conducted on a modest scale with primitive methods of data collection and analysis, and a very elementary rationale. The few larger projects contained serious procedural shortcomings. In general, there are few substantial generalizations that can be supported by any one or combination of studies that have been reviewed.

Studies regarding Adult Basic Education can cover as wide a range of research methods and substantive aspects as is found in educational research generally. It is, therefore, useful to establish a few substantive categories within which to classify Adult Basic Education studies regarding their central focus. Many schemes have been devised for the classification of educational research. One that was prepared by a UNESCO group which was interested in Adult Basic Education, was entitled "Possible Fields of Research and Particular Projects and Experiments." As a way of facilitating comparison with other UNESCO materials that have used this classification scheme, the same eight categories have been used in the present summary. They are listed here in the same order, but some of the category titles have been changed and some of the subsidiary questions would need to be altered.

1. Learners - community and group settings, social and personal characteristics as learners, criteria for selection, motivation and readiness.
2. Objectives - what the curriculum aims to accomplish, intended behavioral change, scope of subject matter content.
3. Settings - general relation between learner and other learners, mentors, and learning resources; can be individual using mass media or tutor, temporary group, organizational, or community.
4. Methods - arrangement of learning experiences including sequence, teaching methods, instructional materials, learning strategy.

5. Linguistics - analysis of language and communication, comparative languages.
6. Mentors - characteristics and preparation of teachers, counselors, writers.
7. Agencies - administration of sponsoring organizations including promotion and finance.
8. Evaluation - making judgments regarding effectiveness based on evidence.

Most of the studies dealt with at least three of these aspects of research on Adult Basic Education. The aspect most frequently included was Learners (1) which was included in about two-thirds of the studies. Methods (4) was included next most frequently, in about half of the studies, Linguistics (5) was included as a research variable in only a few of the studies. Each of the remaining five aspects was included in almost one-third of the studies.

For about half of the studies it was unclear at what grade level the most literate learners were able to perform at the beginning of the educational program. For almost one-quarter of the studies the range of literacy extended to about eighth grade. For less than one-third it was clear that most of the learners began the educational program with less than a fourth grade level of literacy.

The range of community settings in which the educational programs occurred were varied. About one in five were associated with the school. About one-quarter received multiple sponsorship at the local level, about half in rural areas and about half in larger cities such as Detroit and Boston. Other projects were related to programs sponsored by organizations such as the military, prisons, mental hospitals, and libraries.

There are few conclusions or generalizations regarding Adult Basic Education that are supported by the available research. Many of the somewhat tentative generalizations that are listed below as hypotheses for further testing might have been made by thoughtful practitioners without the benefit of the existing research. Several years ago, two reviews of research related to Adult Basic Education were prepared by Barnes. Although they emphasized instructional materials, they provide a contrast to and in some areas an amplification of the present report.

1. Most illiterate adults can make substantial progress towards functional literacy, if at least minimal procedures and adequate time and moderate interest are available.
2. It is difficult to accurately identify the functionally illiterate adults in a community. Although they are overrepresented among the aged, poor, unemployed, immigrants, imprisoned, ethnic minorities, and those on welfare, they are underrepresented in Census reports in part because many persons with low levels of literacy tend to overstate their proficiency level.
3. Adults with low levels of literacy tend to have reading proficiency that is 2 or 3 years below their grade level at school learning.

4. A crucial problem in Adult Basic Education is reaching illiterate adults. Limited understanding exists regarding the major influences on readiness and motivation to participate.

5. There are few tests that have been developed or adapted for use with illiterate adults. The lack of tests with norms for adults with low literacy that can be used for diagnosis, assessing ability, and criterion measures regarding achievement is a major restriction on both program effectiveness and research.

6. In spite of recently published materials, there is still a lack of appropriate materials for Adult Basic Education, which have high interest levels but low reading difficulty levels.

7. There is little evidence of the relative effectiveness for various purposes of the instructional systems that have been developed for Adult Basic Education.

8. When teachers carefully follow an instructional system, there is little evidence that levels of teachers education are associated with learner progress.

9. Adult Basic Education programs have been insufficiently related to other areas of competence such as job and family life.

ABSTRACTS

SOURCE: Allen, Harold B. TENES, A SURVEY OF THE TEACHING OF ENGLISH TO NON-ENGLISH SPEAKERS IN THE UNITED STATES. Final Report. National Council of Teachers of English, Champaign, Ill. U. S. Office of Education, Washington, 66 166p. illus.

TERMS: *English instruction, *non English speaking, *educational needs, *national surveys, *program descriptions, teacher education

ABSTRACT: A national survey sought to gather data on the teaching of English as a second language to children and adults. Because many state and local school officials seemed unaware of the problem and did not think of such teaching as a unique discipline, data were difficult to obtain. Of the 1,683 questionnaires mailed to administrators in colleges, schools, and other agencies, a 48 percent return yielded only 510, or 30 percent, usable forms. Data were sought on personnel in formal English instruction to students having a language other than English, policies followed in employing prospective teachers, preparation of teachers currently in the system, curriculum, number and language background of students, teaching aids available, use of commercial texts and tests, and identification of problems and needs. Appendixes include a report of the subsequent University of Minnesota TENES Conference in February 1966, several descriptive studies of language programs, and the questionnaires used in the survey.

SECONDARY TERMS: teacher placement, curriculum, student characteristics, instructional materials, language programs, data collection, questionnaires, research

SOURCE: Altus, William D. ADJUSTMENT AND RANGE OF INTERESTS AMONG ARMY ILLITERATES (IN Journal of Social Psychology, 31, May 1950,pp. 295-298).

TERMS: Army, United States, illiterates, interests, adjustment, AGCT, statistical data

ABSTRACT: R. F. Berdie's list of 22 activities was administered to 102 Army illiterates. In terms of Q4-Q1 item analysis, every one of the 22 items showed internal consistency. The more strenuous activities seemed to afford the greatest internal validity. The total number of activities liked by the illiterates showed a linear correlation with an external criterion, a 36-point oral measure of adjustment developed by W. D. Altus, of .390. The range of possible maladjustment was attenuated since all the illiterates had been inducted, a short time prior to the testing, as presumptively normal; hence the r of .390 may be considered as indicating considerable agreement between the two separate measures. It is concluded that Berdie's claim of validity for his list of activities as an indicator of adjustment has been partially corroborated.

SOURCE: Altus, William D. THE RELATIONSHIP BETWEEN VOCABULARY AND LITERACY WHEN INTELLIGENCE IS HELD CONSTANT (IN Journal of Social Psychology, 31, May 1950, pp. 299-301).

TERMS: Army, United States, illiterates, vocabulary, intelligence, testing, Gray's Oral Reading Paragraphs, Wechsler Mental Ability Scale (Form B), Terman Vocabulary

ABSTRACT: At an Army training Center for illiterates during World War II, data were collected from 156 Negro and native-born white adult males. The Gray Oral Reading Paragraphs, the Wechsler Mental Ability Scale (Form B), and Terman's Vocabulary (1937 version) were administered. An I.Q. was derived from the Wechsler Scale. Analysis of the data showed that literacy was somewhat associated with vocabulary when intelligence (vocabulary not included) is held constant.

SOURCE: Ball, Samuel. THE ARGO-MIND STUDY: A REPORT AND EVALUATION OF AN INDUSTRIAL PROGRAM OF BASIC ADULT EDUCATION. Teachers College, Columbia University, New York City, N. Y., 1967.

TERMS: adult basic education, experimental program, Gray Oral Reading Test, Stanford Achievement Intermediate Subtests, research, teaching methods, evaluation, statistical data, Illinois

ABSTRACT: At the Chicago Argo Plant of Corn Products, the Methods of Intellectual Development (MIND) project of the National Association of Manufacturers instituted a course in basic education. Corn Products paid full cost of the training and students attended on their own time either before or after their shift. The purpose was to increase the reading, spelling, and arithmetic attainments of the participants by 4 grade levels over a program period of 160 hours.

Preliminary screening was conducted by use of the Gray Oral Reading Test. The results of this test were not used for evaluative purposes, but to allow the volunteers to get used to the testers and the

test situation. A later battery of tests, the Stanford Achievement Intermediate Subtests in Word Meaning, Spelling, and Arithmetic Computation were used to indicate the men's educational levels. The final group of 38 students were, on the average, 42 years of age, had had 8 years of schooling, had worked at Argo for 15 years, and had 4th to 5th grade reading and arithmetic skills.

The program was conducted during the period July to December 1966. Because of overtime and erratic shift schedules each trainee, on an average, had only 79 hours of classroom instruction. In this time, they increased by the equivalent of 2.6 school grades in word knowledge (which is highly correlated with reading ability), 2.2 grades in spelling, and 3.2 grades in arithmetic. In other words, for every 7.9 hours in the MIND program the men increased their skills in reading by the equivalent of 2.6 months of school; in spelling, by 2.2 months; and in arithmetic, by 3.2 months. These increases apparently occurred at a relatively steady pace throughout the period of the program. Success with the men whose initial attainments were at a 3rd grade or lower level was less rapid. The highly significant rapid increases came from men whose initial attainments were at the 4th and 8th grade range.

Along with the improvements in standardized test scores, there was also marked improvement in the ability of the men with respect to the company's Qualification Check test. This test was used to help determine an employee's job level at the plant. Indications were that as a result of the program many of the men could compete successfully for upgrading in the company. It was also shown that in this study the teachers were not different in their effectiveness. It was argued, from this and other evidence, that conventionally trained or professionally educated teachers were not essential to the success of this program.

Both the objective evidence and subjective impressions gained from interviews and controlled observations indicated that the men who participated and the management were generally enthusiastic about the program. The MIND basic education program has been established as a viable method whereby industry can upgrade the educational level of its employees quickly and economically and bring job applicants up to required educational levels.

SOURCE: Barnes, Robert F., and Hendrickson, Andrew. GRADED MATERIALS FOR TEACHING ADULT ILLITERATES, Columbus, Ohio: Center for Adult Education, School of Education, The Ohio State University, 1965. (Reproduced by the Ohio State University Research Foundation)

TERMS: teaching materials, adult basic education, tests, United States, annotated, review of research

ABSTRACT: This report presents a classified and annotated list of materials for teaching reading, writing, and arithmetic to adults from the beginning level through the eighth grade; plus a review of research in the field.

Three levels are defined for the materials, according to usage -- beginning, intermediate, and advanced -- roughly equivalent to primary,

intermediate, and junior high school levels. The adult moves through these levels more rapidly than children in the regular school program. The skills outlined are suggestive rather than prescriptive. This is because a valid sequential organization of language skill development has yet to be formulated and researched for adult basic education populations. The adult interest level and the format (paperback or hardcover) are also indicated.

A ten page review of research on instructional materials, tests, methods, and programs for adult literacy education is provided. For the most part the research conducted thus far has been done only by persons directly involved with adult literacy education, and very little has been conducted by persons from disciplines related to education. Present adult basic education is little more than a conglomeration of "hit" or "miss" programs. Well designed research is badly needed in such related areas as sociology and anthropology, as well as learning, motivation, teaching methods and techniques, and teacher training techniques.

The conclusion drawn is that there are as many as 50 percent more functional illiterates than are indicated by the current Census data. This is because many adults who had completed more than five years of school actually read at lower than the fifth grade level.

SOURCE: Brooks, Lyman B. THE NORFOLK STATE COLLEGE EXPERIMENT IN TRAINING THE HARD-CORE UNEMPLOYED. (IN Phi Delta Kappan, 46, Nov. 1964, pp. 111-116).

TERMS: unemployed, illiterate adults, adult basic education, adult vocational education, experimental group, control group, Virginia

ABSTRACT: The purpose of this project was to train the hard-core unemployed, unskilled worker and to send him back into the job market, able to support his family at a decent standard of living. Both vocational and general education were designed as part of the training program.

Norfolk State College (Norfolk Division of Virginia State College) began its Demonstration Research Project in November, 1962. From the unemployed, unskilled adults of the Norfolk area, 200 persons were selected for the study. Four closely matched groups of fifty men each were created: Group A, main experimental group; Group B, subsidiary experimental group; Group C, main control group; and Group D, subsidiary control group. Nothing was attempted or done for the fifty men in the main control group. The men in the subsidiary control group were brought to the college bimonthly for guidance and occupational information to test the "Hawthorne Effect." This was the question of whether some attention and information would change behavior just as would designed attention, which in this case was general and technical education.

The core of the project was twelve months of intensive work with the two matched experimental groups. One experimental group was given technical training without general education in one of five fields:

electronics, masonry, sheet metal, auto mechanics, and maintenance technology. The fifty men in the main experimental group were given intensive instruction in general education in addition to the same technical training as the other experimental group. The general education core consisted of the language arts, number skills, occupational information, and human relations.

The project team found that the hard-core unemployed with long-term debts and other problems were sometimes slow to identify themselves. Another problem encountered was the fact that $25 per week training allowance (supplied through grants from the U. S. Office of Education and the Department of Labor) was not enough to meet the costs of even the bare necessities in families that ranged in size from two to twelve persons. The project team instructors gave aid and a private anonymous donor enabled the project to increase the weekly allowance of a family of two to $43 and a family of twelve to $63. The additional help stemmed a drop-out problem.

The results were encouraging. In the first six months of basic education the reading ability for the men classified as functional illiterates was raised an average of 1.87 years. Some men in this category made gains of three years during the six-month period. Ninety of the 100 men who began actual training received diplomas one year later. It was demonstrated that general education meshed with vocational and technical education was an effective program for the training of the hard-core unemployed, unskilled worker. The success of the placement and on-the-job follow-up of the men exceeded expectations.

SOURCE: Canadian Association for Adult Education . ADULT BASIC EDUCATION (Report on the national seminar, Toronto, Mar 18-20, 1966). Toronto (Ont.) Frontier College, Toronto (Ont.) 66 EDRS PRICE MF-$0. 18 HC-$3.24 81 pp. mimeo.

TERMS: *adult basic education *adult programs, *legislation, *teaching methods, policy speeches, formation, Canada

ABSTRACT: This seminar was concerned with techniques of basic adult education, broad policy, and legislation. Topics of addresses included -- Canadian facts and figures, Frontier College, Elliot Lake Centre, Lea-side Education Assistance Project, Indian affairs, adult education in Calgary, Metropolitan Educational Television Association, technical and vocational training, Program 5, the need for research, and adult dropouts. An appendix contains recommendations of the seminar.

SOURCE: Citizenship and Immigration Department . STAFF DEVELOPMENT WORK-SHOP ON ADULT TRAINING PROGRAMS (Report of proceedings, Ottawa, Mar 18-19, 1966). Canada. Ottawa (Ont.) 66 EDRS PRICE MF-$.18 HC-$2.96 74 pp. Appendixes

TERMS: *inservice training *professional training, *adult educators, *administrative personnel, *vocational retraining, inservice

ABSTRACT: Reports from a staff development conference on adult training programs held in Ottawa, Canada, 1966. Participants included trade and

occupational instructors, basic education instructors, and trainers in industry and technology institutes. The following topics were discussed -- the role of government, industry, professional organizations, and universities in adult training programs, responsibility for financial support, qualifications of administrators, qualifications of teachers, teacher training and certification, the need for upgrading and updating teachers in technical schools and industry, and the need for in-service training for vocational instructors. Recommendations were made on these topics from each of the working groups.

SECONDARY TERMS: teacher education, vocational teachers, industrial trainers, adult education programs, staff improvement, teacher selection, teacher evaluation, teacher qualification, teacher recruitment, financial support, teacher certification, Dept. of Manpower, Canada

SOURCE: Chapman, Jane R. OAK GLEN, A TRAINING CAMP FOR UNEMPLOYED YOUTH (Manpower/automation research monograph, 5). U. S. Dept. of Labor, Washington, D. C. Manpower Administration. MAY 66 69 pp. Bibliogs, pp. 31-46, 47-49.

TERMS: *adult dropouts, *unemployed, *youth, *work experience programs, *adult vocational education

ABSTRACT: This study investigated to what extent the Oak Glen, California, work camp program was providing the training, experience, and personal traits which would enable participants to find and hold employment. The camp accepted young men aged 16-21, not in school, unemployed, and preferably with no police record. Data for the period November 1963 - Febuuary 1964 were collected on 77 current trainees, 113 graduates, 207 dropouts, and 82 who were accepted but never appeared. Reading skills (California Reading Test), math skills (California Wide-Range Math Test), intelligence, and general aptitude (General Aptitude Test Battery), were tested. Camp files and unstructured interviews with school, forestry, and State Department of employment personnel were also used. Almost 70 percent of graduates were employed, compared with about 55 percent of dropouts. Educational levels were the only significant predictor of success. Disinterest and homesickness were the reasons most often cited for dropout. Good physical condition was positively related to satisfactory performance and attitudes. Ethnic background apparently had little bearing on performance. Dropout rates, highest at age 16, declined steadily through 19. Appendixes contain policy statement, brief program description, and an 118-item bibliography.

SECONDARY TERMS: evaluation, research, reading skills, achievement, attitude, age differences, age 15-20, low intelligence, educational level, motivation, participant characteristics, program descriptions, GATB, California Reading Test, Oak Glen Youth Camp, California Wide-Range Math Test, Caucasians, Negroes, Mexican-Americans

SOURCE: Clatsop Community College DEMONSTRATION PROJECT IN WORK READINESS. Progress report. Astoria, Ore. U. S. Dept. of Health, Education and Welfare, sponsor. 66 EDRS PRICE MF-$0.09 HC-$0.88 22pp. illus.

TERMS: *welfare recipients, *demonstration projects, *employment qualifications, *adult vocational education

ABSTRACT: This report describes a program designed to improve the employability of welfare recipients through a vocationally oriented training program at Clatsop Community College. The Clatsop County Welfare Commission is working with the College on the project under the supervision of the State Public Welfare Commission. Prospective participants are referred to the program by welfare caseworkers. When possible tests are administered prior to admission. Courses in adult basic education, liberal arts, and vocational and technical training have been chosen by 112 participants. Services were purchased from the Mental Health Clinic, Public Health Service, public schools, Tongue Point Job Corps, Division of Vocational Rehabilitation, Oregon State Employment Service, and the County Courts. Personnel from some of these agencies have attended weekly meetings to discuss cases with a view toward cooperating on problems. Tables indicate sources of assistance, program costs, grades, disposition of cases, and other statistics. Twelve case histories are included. Tests are listed.

SECONDARY TERMS: liberal arts, case histories, program costs, tests, interagency cooperation, tables (data), community colleges, program descriptions, Clatsop Community College

SOURCE: Dale, Edgar and Tyler, Ralph W. A STUDY OF FACTORS INFLUENCING THE DIFFICULTY OF READING MATERIALS FOR ADULTS OF LIMITED READING ABILITY (IN Library Quarterly, IV, July 1934, pp. 384-412)

TERMS: adult basic education, reading materials, reading tests, Monroe Silent Reading Test, Negroes, regression equation, Ohio

ABSTRACT: This study was conducted with adults of limited reading ability. The purpose was to determine the factors which influence the difficulty of reading materials when the topic treated, the group of readers concerned, and the purpose of the reading was held constant. The investigation involved five stages: (1) Samples of reading materials dealing with personal health were selected for use in the experiment. (2) Tests were developed which would measure the ability of adults to comprehend these materials. (3) The materials and the tests were given to groups of Negro adults of limited reading abilities. (4) Correlations were run between a series of factors contained in these selections and the index of difficulty was discovered for each selection by the use of the reading tests. (5) A multiple regression equation was developed to enable the lay worker or librarian to estimate the difficulty of personal health materials not previously tested.

The simplest method for predicting the difficulty of a written selection is to count the number of different technical words, the number of different hard non-technical words, and the number of indeterminate clauses. The regression equation was constructed to predict the difficulty of reading materials in terms of the proportion of a group of persons of third to fifth-grade reading ability who are likely to comprehend the materials.

This was an exploratory study. To check the results of this study, experimentation is needed in selecting more materials and in writing materials according to the specifications indicated, to discover whether they are consistently useful in selecting and preparing reading matter which is more easily comprehended by adults of limited reading ability.

SOURCE: Detroit University. CENTER FOR CONTINUING EDUCATION RESEARCH REPORT ON BASIC ADULT EDUCATION PROGRAM. Detroit, Michigan, Wayne County Bureau of Social Aid, Work Experience Project. October 1965. Foreword by C. T. Hardwick, Dean, University Center for Continuing Education.

TERMS: adult basic education, unemployed, literacy tests, traditional orthography, i/t/a/, program, evaluation, Michigan, research, annotated bibliography

ABSTRACT: The Basic Education Demonstration Program which was conducted in Wayne County, Michigan, is evaluated. This was an exploratory project in which the teachers were given latitude to adjust their methods to the needs of illiterate and functionally illiterate adults. Of the 61 male married adults who were pretested by the Wayne County Bureau of Social Aid, 48 completed the course. Their median age was 44 years old and the median highest school grade completed by the group was 5.5. Two reading techniques were compared -- traditional orthography (t.o.) and the initial teaching alphabet (i/t/a/). Arithmetic skills were also introduced. On the basis of pretesting, five level groups were set up consisting of 8-11 students each. The most basic level group consisted of those found to be seriously handicapped by either eye, ear, or severe bi-lingual problems. A separate analysis for this group is presented in the Appendix.

The classes met for three hours each morning, five days a week, for eight weeks. The majority of the students were Negro men who had from four to eight children and who had been laid off from their jobs. They could not find comparable work because of the lack of formal schooling and employable skills.

Among the tests used were the following: The Diagnostic Reading Scales, The Los Angeles Diagnostic Tests: Fundamentals of Arithmetic, Forms 1 & 2, and the Quick Tests, Forms 1 & 2. These were used for both pre-testing and post-testing. The teachers administered other tests they had devised themselves. In addition, the teachers kept a daily diary for evaluation purposes. The teacher's perception of the student's classroom behavior was analyzed on the basis of the Adjective Check List (ACL). Among the techniques of analysis used were Spearman Rank Correlations and T-Ratios between mean differences scores (one-tail level of significance).

The tests provided by the Director and the Consulting Staff were found to be more adequate as measuring devices and as instructional aids than those developed and administered by the teachers. According to the linguistics expert, "It is a waste of time to try to teach a person to read a language he cannot speak." Ideally, the students for whom English is a second language "should be taught to read their own language and to speak English before they are taught to read English." The difference in dialect between the teachers and students from the rural south must be understood and handled as a teaching problem needing new solution.

The following are the recommendations: (1) The state government should initiate pre-planning teams prior to Federal legislative enactments. (2) The State Welfare Department should commit itself to the area of basic education. (3) The participation of students in a Basic Education Program should be justified in terms of their capacity for probable growth. (4) Eight weeks for a Basic Education Program is far from adequate; for full literacy from 52-104 weeks would be necessary- (5) Testing is necessary to assess the student's capactiy for educational growth at the program's end. (6) Extensive pre-program training should be conducted for the instructional staff regardless of academic background and teaching experiences. (7) A reading program in i/t/a/ tends to facilitate the teaching of reading to illiterate and low performing functioning illiterate adults. By contrast, a reading program in t.o. tends to satisfy the learning needs of adults who achieve pre-test instructional levels of reading at the 4th grade level and higher. (8) Teacher-developed materials are a must for any program because they often can satisfy the immediate needs of the students more adequately than published materials. (9) In the beginning of the program, student guressing of answers should be avoided as much as possible, and responses from the students should be controlled by a context matrix which would make the correct responses highly probable by using semantic hints and mechanical prompts. (10) Basic Education Programs should use a maximum student-teacher ratio of of six students to one teacher for reading and arithmetic classes. (11) A qualified person should be responsible for developing and administering intermittent tests in reading and arithmetic. (12) The sociopsychological setting of the Basic Education Program must be carefully considered including the site of the classes, opportunities for interaction between students (i.E., coffee breaks), etc. (13) A follow-up study should be conducted to determine which of the students secured work and which did not. For future projects a longitudinal study of employment success of a group of trainees in Detroit who have acquired literacy should be analyzed according to various degrees of the subject's proficiency.

The appendix contains the question texts and response percentages (marginals) for the study. There is also a listing of the testing materials used and where they can be obtained. Of special interest is a selected annotated bibliography on basic education for adults in the United States for materials which appeared after 1960. Some of the major earlier materials are included from the bibliography prepared by Betty Arnett Ward, entitled Literacy and Basic Elementary Education for Adults: A Selected Annotated Bibliography (Office of Education Bulletin 1961, No. 19).

SOURCE: Drane, Stephen R. THE EFFECTS OF A PARTICIPATION TRAINING PROGRAM ON ADULT LITERACY EDUCATION IN A MENTAL HOSPITAL (Ph.D. thesis). Indiana Univeristy, Blocmington. JUN 67 116p.

TERMS: *literacy education, *adult education programs, *participation, *mental patients, *evaluation, psychiatric hospitals, T Groups

ABSTRACT: This study was made to determine whether or not participation training followed by literacy education would be more effective than

literacy education alone. Subjects were 30 patients at Central State Hospital, Indianapolis, institutionalized for over a month, 15-65 years old, with an I.Q. of above 70, a reading level below the 6th grade, and a probability of staying in the hospital for the 14-week study. The Nelson Reading test was administered 4 times. In comparing group mean scores on improvement at 6 weeks, 10 weeks and 4 weeks after the study, no differences were found at the .05 level of significance using Fisher's "t" test. However, there was a slight improvement in the training group over the literacy group for the 3 tests. When participation training replaced literacy instruction for 4 weeks there was at least as much improvement. The relationship of participation training to good mental health practices would justify continued research in these areas, where the relationships formed in and through learning experiences can implement learning. Recommendations for future research include adjusting time allotments, changes in setting and tests, and the use of a control group.

SECONDARY TERMS: research, doctoral theses, Nelson Reading test, Fisher's "t" test, Indianapolis

SOURCE: Fogel, Walter. EDUCATION AND INCOME OF MEXICAN-AMERICANS IN THE SOUTHWEST: Advance Report 1, (Mexican-American study project) (Preliminary edition) UCLA, Graduate School of Business Administration. EDRS PRICE MF-$0.09 HC-$1.64 41 p. Illus. November 1965

TERMS: Mexican-Americans, *socioeconomic status, *educational status comparison, income, academic achievement, minority groups, ethnic groups, employment, investigation

ABSTRACT: This is the first report on a continuing study of the socio-economic position of Southwest Mexican-American population begun in 1964 by UCLA. It concerns the educational attainment (school years completed) of white Spanish surname males living in Arizona, California, Colorado, New Mexico, and Texas. Factors other than schooling are important to income level as seen in inter-state and in rural and urban comparisons, but analytical and descriptive data show better education considered most important gate to material progress. Additional education is not automatically or speedily converted into higher earning for minorities due to discrimination in labor market, employment shift from manual jobs requiring little education to non-manual jobs depending on schooling, time required for young, educated people from minorities to gain experience to advance and difficulty in comparing quality of education and individual differences not related to schooling. More schooling is seen as providing better leadership, increasing civic participation, reducing discrimination and yielding income improvements over the generations. Differences in income levels of Mexican-Americans correlate with age. Their income position in relation to white is better than that of nonwhites, and a rise in educational attainment would produce improvement to a greater extent than in the case of Negroes or Orientals, except for Japanese who have higher income levels than other ethnic groups.

SOURCE: Ginzberg, Eli and Bray, Douglas W. THE UNEDUCATED. Columbia University Press, New York. 1953. 246 pp.

TERMS: adult basic education, illiteracy, manpower development, army, unemployed, statistical data, States, United States

ABSTRACT: The Conservation of Human Resources Project at Columbia University conducted a large-scale investigation on the poorly educated in military and civilian life in the United States. Three aspects of the study are presented under the following headings: (1) Education and Society, (2) Military and Civilian Performance, and (3) Human Resources Policy.

The first section traces the decline of illiteracy since 1890, against the background of changes in schooling and in the structure of the economy. In spite of the great emphasis on public education during this century, there were at the outbreak of World War II one and a half million young men of draft age totally illiterate or barely able to read or write. Through a detailed analysis of men rejected for military service (Selective Service figures) regional differences in literacy are highlighted. A clear relationship is shown between amount of educational expenditures per pupil per state and the draft rejection rate for "mental deficiency."

The second section illuminates the World War II experience with the uneducated soldier through case studies and statistical analysis. The Army gave the uneducated a short training course (about 12 weeks) in reading and writing; many of these men proved excellent soldiers. An analysis of the relation between educational background and civilian performance confirms the finding that emerged from the study of the military that many individuals can perform effectively despite a minimal amount of education. However, there is much evidence that industry encounters serious difficulties when it seeks to integrate a small number of illiterate or poorly educated people into an organization in which most employees are literate.

In part three, it is recommended that the Armed Forces revise their present mental tests so that they accept a larger number of the uneducated who, with special training, can become good soldiers. The Federal Government should help the poorer states to improve their educational systems. The nation as a whole can no longer remain indifferent to the waste of its human resources due to regional deficiencies in the education and training of youth.

SOURCE: Goffard, S. James. AN EXPERIMENTAL EVALUATION OF A BASIC EDUCATION PROGRAM IN THE ARMY (Monograph) Human Resources Research Offices, George Washington University, Dept. of the Army Contract, Technical Report 28, April 1956.

TERMS: Army training, illiterate adults, literacy education, research, tests

ABSTRACT: This research was designed to evaluate experimentally the effects of a brief period (usually three weeks) of special prebasic

training on the potential military usefulness of marginally literate men. Three types of special training were considered: instruction in which academic skills - reading, writing, and arithmetic - were emphasized; instruction in which the emphasis was entirely military - in effect, an extra period of basic training; and instruction in which academic and military skills were emphasized equally.

The effectiveness of these types of prebasic training was measured by comparisons made at the end of eight weeks of basic training between marginally literate men who had been given some type of special prebasic training and similar men who had not been given special training. These comparisons were made on the basis of: (1) scores on a standardized performance test of military proficiency; (2) scores on a standardized written test of military proficiency; (3) evidence from company commanders and training cadre of troublesomeness during basic training; and (4) measures of attitudes twoard the Army, attitudes toward basic training, personal morale, social adjustment, attitudes toward education, and general optimism.

All three types of special training appear to produce about the same results:

(1) A very slight improvement in performance proficiency
(2) A very slight improvement in written proficiency
(3) No appreciable change in general troublesomeness
(4) No appreciable changes in attitudes, optimism, social adjustment, or personal morale

Comparisons between different subgroups of subjects, classified according to various background characteristics, consistently yielded these same results.

Compared with average trainees, marginally literate men are:

(1) Somewhat less proficient on the performance test
(2) A good deal less proficient on the written test
(3) Considerably more troublesome
(4) Somewhat more favorably disposed toward the Army and toward basic training, but less favorably disposed toward education.

Special prebasic training of the type and duration considered in this study appears to have made an almost negligible contribution to the potential military usefulness of marginally literate men at the end of basic training. The striking corroboration of these findings by a recent and very similar Air Force study (Project 1000) lends considerable additional weight to this conclusion.

It is suggested that special prebasic training conceived in more broadly psychological or clinical terms might prove more effective than the types of training examined in this study.

Ideally, a comprehensive assessment should be made of each educationally deficient man shortly after induction. On the basis of this assessment he could be assigned to a particular type of treatment or training, or discharged as unsalvageable.

In order for such a program to be put into operation, the following steps would be necessary: (1) Identify the intellectual, motivational, and emotional factors most commonly associated with the deficiencies of marginally literate personnel, (2) Develop screening procedures to

segregate those who could not profit from special training, and (3) Develop specialized methods and techniques for dealing with such of the deficiencies as can be remedied.

SOURCE: Goffard, S. James * and others. A STUDY OF CATEGORY IV PERSONNEL IN BASIC TRAINING. George Washington Univ., Washington, Hum RRO. TR-66-2 U. S. Dept. of the Army, Washington. DA-44-188-ARO-2 APR 66 36p. illus.

TERMS: *participant characteristics, *enlisted men, *intelligence level, *performance, army training, attitudes, socioeconomic background

ABSTRACT: In anticipation of the Army's projected Special Training and Enlistment Program to upgrade the capabilities of marginal personnel, this study was made of the nature and problems of these men. It examined men in Mental Category IV on the Armed Forces Qualification Test during basic combat training and compared them with those in other categories, in terms of background, experiences, and achievement. Samples of men were matched on the basis of their army component. Information was gathered from Army records, peer and superior ratings, and an interview. It was found that more of the men in Category IV came from poor social, economic, educational, and occupational backgrounds and more of them had favorable attitudes toward the Army and had tried to enlist at some earlier time. Although their measured aptitudes,especially those demanding verbal and symbolic abilities, were considerably inferior to the others, there was extensive overlapping of the two groups, particularly on measures of performance. It was concluded that many men in this group are capable in respect of both training and job performance and can be used in the Army without having gone through a program of general educational development.

SECONDARY TERMS: research, verbal ability, tables (data), aptitude, slow learners, interviews, testing, AFQT

SOURCE: Goldberg, Samuel. ARMY TRAINING OF ILLITERATES IN WORLD WAR II. New York: Bureau of Publications, Teachers College, Columbia University, 1951.

TERMS: Army training, illiterate adults, literacy education, tests, evaluation

ABSTRACT: The special training program for illiterate, non-English speaking, and Grade V men in the Army during World War II is described and evaluated. The Army literacy training program was officially initiated in the summer of 1941 and was terminated in December 1945. Sixty one and six-tenths percent of all those initially classified at the first-grade level, were taught to read at a fourth-grade level in twelve to sixteen weeks. Trainees incapable of attaining the standards in the alloted time were honorably discharged from the Army. The degree of success with individuals initially placed at higher levels was even greater. This is evaluated as a highly successful special training program.

Among the limitations in the over-all program were (1) the fluctuation, throughout the war, in the induction station standards on the basis of which selectees were designated as illiterate, and (2) only tentative norms were established and available on the series of tests used in the special training units from June 1943 to mid 1945.

The success of the army literacy program was attributed to at least five special circumstances notably absent in civilian educational efforts: (1) strong additional motivational incentives in the army -- i.e., in order to write letters home, (2) the army exercized control over the men twenty-four hours a day, (3) during the war, the military establishment had almost unlimited funds, (4) availability of qualified instructors and supervisor personnel, and (5) the training of illiterates was a comparatively new venture for the military establishment so they did not have to struggle with archaic precedents.

In addition, there were other characteristics of the Army literacy program which made it successful: (1) Only those men who demonstrated sufficient mental capacity to profit from instruction were accepted for literacy training. (2) The formulated goal for both the functional academic course and the pre-basic military program was a fourth-grade educational level. (3) Special instructional materials and training aids were developed and a counseling program was provided. (4) The academic classes had an average of fifteen trainees per instructor. (5) Regular appraisals were made of the training through a monthly reporting system and continuous inservice training of instructors and supervisors was provided.

Implications for civilian adult literacy programs was suggested. One of the major civilian problems is raising sufficient funds to finance adult literacy programs. Motivating illiterates to want to learn to read and write is much more difficult in a civilian society. If illiterate adults are sufficiently motivated to learn it would still be necessary to aid them in their economic and social adjustment in order to insure regular attendance in school. Although the Army aimed at a fourth-grade level of literacy, civilian programs should aim higher because it takes considerably more than this level for an individual to function effectively in civilian life. The Army did not have a follow-up program. It is recommended that the comparable civilian programs should devise a follow-up system, even if it amounted to a little more than the forwarding of reading materials, in order to insure that graduates would have continuous stimulation to use their newly acquired skills.

SOURCE: Grant, W. Vance. ILLITERACY IN THE U. S. (IN School Life, XLV, April, 1963, p. 18).

TERMS: illiteracy, statistical data, United States, states

ABSTRACT: This is a one-page tabular view of American illiteracy, prepared by an educational statistician for the Office of Education. Numbers of illiterates are given for region and state for each decade from 1900 to 1960. "Illiterate" is here used as meaning "unable to read and write a simple message either in English or in any other language." The

difference between this and "functional illiteracy" is noted. The later term is often used to mean "a person who has completed fewer than five years of school."

SOURCE: Greenleigh Associates. EDUCATIONAL REHABILITATION: AN EVALUATION OF THE ADULT BASIC EDUCATION PROGRAM OF THE STATE OF ILLINOIS. N. Y. 1965

TERMS: adult basic education, students, Negro, welfare recipients, teachers, literacy materials, Illinois interviews, research, program evaluation.

ABSTRACT: The State of Illinois offers the most extensive state-wide education programs for adult illiterates in the United States. Greenleigh Associates conducted an evaluative study of these adult basic education programs during July through December 1964. Five counties were included: Cook, Jackson, Saline, St. Clair and Williamson. Depth interviews and questionnaires were administered to both students and teachers. Caseworkers, principals and head teachers related to adult basic education programs were also interviewed. Recommendations are made concerning legislation, funding, local and state-wide administrative procedures, bus service, child care, and other rehabilitative resources. The appendix contains an evaluation of the teaching materials used in the various Illinois adult basic education programs. The basic conclusion is that the most effective method of rehabilitation available for the disadvantaged population is education. In this study nearly one-third had been welfare recipients for some time, and there is little probability that they will ever become self-supporting without outside aid. The overwhelming majority are Negro women -- 85.7 percent (759). The type of education needed involves more than just training in reading and writing. Education for this group must aim at making it possible for the students to understand the forces and circumstances in their world, to achieve a measure of dignity and self-respect, and to cope with the agencies and institutions that function as gatekeepers in the urban world.

Summary of Recommendations

1. Legislation should be enacted or Senate Bill 1228 amended to permit any out-of-school person 18 years of age and over, who needs such education, to enroll in state-supported basic or related education.

2. Local school systems ought to place high priority on replacing evening programs with day programs and be strongly encouraged to do so by the Superintendent of Public Instruction.

3. Local school personnel must evaluate very carefully the educational potential of referred students, and when required, develop special classes for slow learners, the retarded and such groups.

4. The Superintendent of Public Instruction and local school systems must give a very high priority to experimenting, selecting and utilizing

adequate instructional materials. In a large measure the lack of materials is a national problem and must be solved on that level. However, Illinois may not be able to wait for a national solution.

5. The Superintendent of Public Instruction should provide local school systems with guidance and assistance in selecting instructors. Specific criteria ought to be provided that will assist in better teacher selection. In addition, schools should provide instructors with intensive in-service training programs on adult behavior, the learning problems of disadvantaged adults and practice teaching in the use of specific learning systems. Finally, instructors ought to be compensated at a somewhat higher rate than they would normally receive.

7. Local school systems should give careful attention to making programs of such high quality and so attractive that enrollment and attendance is largely voluntary.

8. The allowance may be sufficient for the additional expenses of going to school, but in addition to this, students should receive a substantial stipend that will function as an incentive. This would require a change in Federal policy, and perhaps in the Social Security Act. Strong representations should be made to the Welfare Administration of the U. S. Department of Health, Education and Welfare for this necessary revision.

9. Especially in Chicago, but increasingly in the evening programs in East St. Louis as well, active follow-up on those who do not attend regularly should be given attention. This problem of attendance is a serious matter in Chicago. Other recommendations point out ways to improve attendance.

10. All new students should have a physical examination before enrollment in the program -- at least a hearing and vision test. The examination should ascertain obstacles to learning and, when necessary, provide corrective treatment. This should apply to students presently enrolled.

11. The Department of Public Aid has special caseloads of reduced size of recipients who have a reasonable potential for attaining self-support. Similar reduced caseloads assigned to special caseworkers should be established for those in adult basic education or related programs. These special caseworkers would have reduced caseloads and have complete responsibility for relations with schools and other rehabilitative resources, as well as responsibility for attendance of their cases and other follow-up or referrals. This caseworker would have full responsibility for helping with all aspects of the client's problems until rehabilitation has been achieved.

12. Facilities or funds, or both, for day care or baby sitting ought to be a normal part of the program and available to all needy parents attending educational programs.

13. Regular school bus service, when required, should be a normal part of the program. School buses should also be used for field trips and other enrichment programs.

14. The Superintendent of Public Instruction should make special effort to encourage and support non-public programs now underway, and stimulate the development of additional quality programs.

15. The above recommendation not withstanding, it is vitally important that local school systems provide strong leadership and the very best in the way of resources in supporting adult basic education programs. In large cities local school superintendents ought to be guided by a strong advisory committee composed of community leaders, including public aid officials.

16. The Superintendent of Public Instruction should encourage school systems to develop broadly based comprehensive adult education centers offering basic education, and other educational services as well, to illiterate adults. The development and utilization of these centers does not preclude evening programs, weekend programs and other efforts that meet the needs of the students. Ideally, these centers ought to be on a neighborhood or community basis, but there will be occasions when several towns, and perhaps one or more counties, will have to combine to offer more effective educational services.

17. The Office of the Superintendent of Public Instruction ought to undertake a major evaluation of the form of schooling that would best fit the needs and problems of illiterate adult students. The desired form would not necessarily lead to a regular elementary certificate and may not be the equivalent of eight years of elementary schooling. A special program leading toward a special certificate should be developed.

18. The State Department of Public Instruction should be encouraged to enter into long-range contractual arrangements with local school systems in such a manner that the school systems can purchase facilities and equipment.

19. State financial support for the program ought to be substantially increased and be based on enrollment goals for the next biennium as well as some estimate of the number of comprehensive adult education centers and other needed programs that might be established.

20. It is imperative to ensuring maximum program development and effective utilization of state funds that the adult education staff in the office of the Superintendent of Public Instruction be increased substantially to permit the services noted above.

SOURCE: Greenleigh Associates. FIELD TEST AND EVALUATION OF SELECTED ADULT BASIC EDUCATION SYSTEMS. New York. 66 EDRS PRICE MF-$0.36 HC-$8.80 220p. tables.

TERMS: *illiterate adults, *reading skills, *reading programs, *evaluation, literacy education, literacy materials, welfare recipients

ABSTRACT: This project evaluated four reading systems -- Learning to Read and Spell, Reading in High Gear, Mott Basic Language Skills Program, and Systems for Success -- in a large-scale field test with functionally illiterate adults. Testing was conducted in 7 communities in New York, 3 in New Jersey, and 5 in California, providing a mixture of rural and urban residents and diverse ethnic groups. The participants in each state were welfare recipients, 18 or over, not in school, and below fifth grade reading level. Each control group contained 125 participants similar to experimental groups in literacy level and other respects. (Small size of control groups made results inconclusive.) Variable was level of teacher preparation -- trained teachers (preferably experienced in adult education), college graduates, or high school graduates. Criteria for evaluating reading systems -- (1) short-term change in reading level -- (2) ability to qualify for occupational training or available job opportunities -- (3) ability ot meet adult responsibilities -- (4) highly teachable systems, requiring least possible skill plus capacity to withstand poor teaching -- (5) flexibility in accommodating learners with varying literacy levels and educational backgrounds -- (6) level of interest -- (7) feasibility -- (8) contribution to the positive education and social experience of learners.

SECONDARY TERMS: study skills, dropouts, reading speed, achievement tests, intelligence in High Gear, Mott Basic Language Skills Program, Systems for Success

ABSTRACT: A large-scale field test of four reading systems, which have been developed for functionally illiterate adults, is evaluated. According to the research design the students to be recruited were to be public welfare recipients. This cooperative research project involved the Office of Economic Opportunity, The Welfare Administration, the Office of Education and Greenleigh Associates. The field tests began in March 1965 and were conducted in California, New Jersey, and New York.

The purpose was to evaluate the effectiveness of selected learning systems in a large-scale field test with economically dependent adults, eighteen years of age and over. A functionally illiterate person was defined as "one with reading ability below the fifth-grade level." Four learning systems were tested: (1) "Learning to Read and Spell," American Incentive to Read, (2) "Reading in High Gear," Science Research Associates, Inc., (3) "The Mott Basic Language Skills Program," Allied Education Council, and (4) "Systems for Success," Follett Publishing Company. These learning systems were tested under three different teaching situations, or levels of academic preparation of the teachers: (1) trained teachers, preferably experienced in adult education, (2) college graduates, and (3) high school graduates. The teachers were given preservice orientation and training in the particular learning system they would be using which was conducted by the representative of the publisher of the system.

Three classes were set up in each state for each of the four learning systems under study; one for each of the different teaching situations. A total of 36 classes were set up. The classes were held for five hours a day, five days a week, for seventeen weeks. All classes operated the same number of hours per day and days per week. The planned total number of learners to be enrolled in the field test classes were 540 in each state. This varied somewhat in each state. In addition, a control group of public assistance recipients similar in literacy level to the learner population were selected on a random basis. They were not given any adult basic education during the period of the field test, but were given the same tests as the learner population at the beginning and end of the field test period.

In addition to the Basic Reading Systems, the following instruments were used: (1) The United States Armed Forces Institute (USAFI) supplied materials for social studies and arithmetic. (2) The Bender-Gestalt test, the Vocabulary List (words from Wechsler Adult Intelligence Scale) and Gray's Oral Reading Paragraphs were devices employed to screen the learners. (3) The Iowa Tests of Basic Skills and the Lorge-Thorndike Intelligence Scale were administered during the field test. Roughly 3,000 potential students were screened to determine their reading level, and approximately 1,100 who were assigned completed the seventeen weeks of classroom instruction. Although in each state there were dropouts of assigned students before classes began, almost all who remained for the first week continued to the end. Dropouts after the first week were due primarily to illness, child care or other personal problèms.

Criteria for evaluation were set up prior to the actual study. Standard achievement tests were used at the beginning, halfway through, and at the end of the course to measure reading level changes of each learner. Questionnaires at the beginning and end of the course, supplemented by interviews of a subsample, were used to obtain data on attitudes and experience regarding education, citizenship, voting, and aspirations. Periodic observations in the classrooms were conducted, over the span of the project from March 1965 to September 30th 1966.

The basic analytical tools used in determining the significance of gain differences by reading systems and level of teachers were analysis of variance and a correlation matrix. These same analytical tools were used to test differences in gain scores for the variables of sex, age, and ethnic background.

A. Highlights of Findings

1. Almost all students showed some gain in reading ability during the field test. However, there was no significant difference in student gain scores by reading systems.

2. There were no significant differences in gain scores from the first to the final Gray Oral tests by level of teacher preparation. However, on some Iowa subtests there were significant differences in gain scores by level of teacher. In every case where these differences were significant, it was at the level of the high school graduate teacher.

3. Although all systems and teacher levels were tested by the same instruments, the instruments themselves are not standardized for this population. Actual gain according to teacher and observer judgment was probably in excess of the gain measured by the test.

4. On the basis of observation, certified teachers had the most skill in dealing with learning problems, grouping students and class management. The research design restricted all teachers to the publishers' instructions. Two reading systems, however, encouraged teacher innovation and use of supplementary materials. Even so, classes with certified teachers using these systems did not have significant differences in gain scores. This raises the question of the relative importance of accepted class management techniques in teaching adult basic literacy classes.

5. There was significant correlation between the initial Gray Oral and Iowa test composite scores and the final Gray and Iowa composite scores.

6. There was a highly significant correlation between the final Gray scores and the gain scores, but no correlation between the initial Gray scores and the gain scores. Students who scored highest made the most gain, and amount of gain was not predictable from initial level.

7. None of the four systems were able to bring the majority of students from the 4.9 grade level or below to the eighth-grade level in seventeen weeks of two and one-half hour daily use. However, all of the systems brought some students to the eighth-grade level.

8. The achievement and intelligence tests used in this field test lacked reliability and validity for this adult population. These were neither geared to the knowledge base of the students nor standardized with this population.

9. Paper and pencil tests, particularly those with IBM score sheets, are threatening to the functionally illiterate adult. Some have had little experience in manipulating a pencil, few are accustomed to reading instructions and following them, eyesight is frequently faulty making it difficult to distinguish the proper code to mark and working against time deadlines creates frustration. The teachers received careful training in the administration of these tests by Houghton-Mifflin (publisher of the test) representatives, however, despite this, test taking was threatening.

10. There is need to teach these adults how to take pencil and paper tests. Inability to pass civil service system tests and tests administered by personnel departments frequently is the reason an adult, although literate, cannot obtain a job.

11. The students were almost unanimous in their expression of appreciation for their teachers. They were also appreciative of the opportunity to learn arithmetic. Social studies on the whole was not as popular, but certain kinds of materials like information about civil rights, Negro history and local community affairs were most appealing.

12. The vast majority of students expressed great appreciation for the opportunity to learn basic literacy skills. Almost all approved of the reading system and stories of persons on public welfare in another system. Students obviously want to read good English and about things "the teacher knows," not what they know.

13. According to the statements of students in interviews, there was considerable learning beyond classroom subject material. They learned that they could learn. They learned new self-esteem, to speak up in a group, and to work and mingle with persons of many different backgrounds. The classes had a positive effect on family relationships, community relationships and ability to travel around the community.

14. It is not possible to obtain data on attitude changes of these students by using a form administered to a group. This can be done only through individual interviews because any responses in a group situation are affected by interaction. This is because functionally illiterate adults have to have the questions read aloud and interpreted, which leads to group discussion. Therefore, responses are group responses -- not individual responses.

15. When more than one agency is involved in cooperative research, coordination does not occur spontaneously. A third party is necessary to bring the cooperating agencies together, to maintain communications, and to assure that time schedules are kept. This is not due to any lack of willingness to cooperate, but rather to the fact that no one cooperating agency is responsible for seeing that cooperation takes place.

16. The different Federal funding arrangements make it difficult for states and localities to plan for continuing cooperation. Since the time limits on available funds vary from source to source and methods of obtaining funds differ, it is impossible for one agency to guarantee that it can cooperate beyond a given point. Thus, long-range cooperative plans to carry students through a complete basic education experience cannot be made. This problem became acute as the field test came to a close and students were clamoring to know "what next?"

17. States are not willing to plan for programs until they have the Federal funds; similarly, local communities will not plan until there are funds from the state. All have experienced making plans on the basis of announcements that funds would become available, then having them fail to materialize. The curtailment of Title II-B funds during the course of the field test threatened the completion of this project in all states, made it impossible to plan for continuing programs for these students, and created considerable frustration. Although the funds were reinstated, much time had been lost and confidence shaken in commitments of the Federal government.

18. If students from the poverty population are to be able to attend classes regularly, back-up services like those given by the welfare departments are essential. Transportation, child care, and health problems are continuing problems which most students cannot handle without help.

19. Teachers require more supervision than they received during the field test and continuing inservice training.

20. Attendance is affected adversely by any delay in funds to meet the costs of attending classes and to pay for child care. On the days the welfare checks are expected in the mail, and in some communities, when surplus commodities are available only on given days, student attendance suffers.

B. Highlights of Recommendations

1. All of the reading systems in the field test need to be substantially improved and adapted to the needs of disadvantaged adults.

2. Better supplementary instructional materials need to be developed, especially in arithmetic, social studies, health and the world of work.

3. Instructional materials should not talk down to the students and should be devised for adult students at below fifth-grade reading level and extending through eighth grade.

4. New achievement and intelligence tests should be developed that are applicable to educationally and economically deprived adults.

5. Although not supported by gain scores, on the basis of observation, it seems that teachers for adult basic education should be selected for their warmth, interest, motivation, flexibility, understanding and patience.

6. On the basis of Iowa gain scores alone, teachers who had no more than a high school education were more effective. Therefore, in planning for adult basic education, persons who are high school graduates should be considered an important resource and should be recruited. The fact that the majority of high school graduates, unlike the college graduates and certified teachers, were Negro and the majority of students were also Negro may have contributed to the better success in terms of gain scores of the high school graduate.

7. All prospective teachers in adult basic education should be given several weeks of preservice training.

8. All classroom teachers in adult basic education should have supervision by a master teacher expert in education of disadvantaged adults. Also, continuous inservice training should be provided.

9. On the basis of observation, where feasible, multilingual teachers should be assigned to classes of adult students who have little or no proficiency with the English language or bilingual students assigned to permit a "buddy system."

10. The curriculum for adult basic education should include information about the world of work, how to apply for jobs, and how to take various qualifying tests, especially paper and pencil tests.

11. Supportive services to assist adult students to remain in school should be provided, such as assistance in arrangements for transportation, child care, physicians' appointments and follow-up of absentees.

12. To the extent possible, classes should be held in the daytime for five days a week to maximize the learning. For mothers with small children, day care facilities should be provided, preferably at the school.

13. Adult basic education should be made available for every adult who needs it, regardless of socio-economic status.

14. Counseling and guidance services should be made available to all students at the outset and throughout the adult basic education process.

SOURCE: Henney, Robert L. READING INSTRUCTION BY A PHONIC METHOD FOR FUNCTIONALLY ILLITERATE ADULTS AT THE INDIANA REFORMATORY, Indiana University, Unpublished Ph.D. dissertation, (University Microfilms, Ann Arbor, Michigan.) 1964. 197 pp.

TERMS: illiterate adults, experimental program, reformatory phonic reading method, statistical data, individual instruction, group instruction, tests, Indiana, research

ABSTRACT: The major purpose of the study was to determine the extent to which functionally illiterate adults can increase their reading performance if given special reading instruction by a phonic method. The second purpose of this study was to determine if there is a significant difference between gain in reading performance made by subjects taught individually and gains by subjects taught in a group situation.

The source of data for this study was an experimental program of reading instruction for functionally illiterate adults incarcerated at the Indiana Reformatory. The investigator set up two experimental groups and a control group using matched subjects in each group. The subjects in one experimental group received reading instruction by a phonic method one hour each day for 20 sessions in a group situation. The subjects of the other experimental group received the same type of instruction and for the same period of time except they were taught individually. The subjects of the control group attended the regular classes of the T. R. White elementary school at the institution.

Each of the subjects was given a pre-test to determine reading level and areas of reading difficulty. A post-test was administered to each subject to determine gain in reading performance and improvement in various reading areas. The test used to determine reading level was the Standardized Oral Reading Paragraphs by William S. Gray. The Gates-McKillop Diagnostic Reading Tests were used to test areas of reading difficulty. The results from the administration of the above tests were recorded and t-tests for matched groups were computed to ascertain significant differences within and between the three groups used in the study. The test of significance was accepted at the five percent level of significance.

The following conclusions were reached: It is the opinion of the investigator that age, I.Q., and beginning reading level do not affect the progress and rate of improvement of a functionally illiterate adult in reading performance. The family Phonics System is an effective educational tool which can be used to improve the reading ability of a functionally illiterate adult. This system aids the person in his ability to recognize words, blend common word sounds and spell. The family Phonics System is as effective when used in teaching in a group situation as when used in a teaching situation where there is one teacher for each student.

SOURCE: Heppell, Helen M. COMMUNITY EDUCATION PROJECT. A report to the Rosenberg Foundation. San Diego City Schools, Calif. Dept. of Adult Education. JUN 66 EDRS PRICE MF-$0.6- HC-$2.32 50p. illus.

TERMS: *community education, *public school adult education, *school community cooperation, *educationally disadvantaged

ABSTRACTS: A 3-year community education project was undertaken in southeast San Diego, which was characterized by a large minority group population, low incomes, high unemployment, and junior high school educational

median. Adult education classes were poorly attended in the area. Creative motivational techniques were made possible by foundation funding, a skilled community coordinator, citizens advisory committee, and community involvement. These included an "Adult Education Sunday" in local churches, a welfare class in basic education for unemployed fathers, talks by the coordinator to PTAs, church groups, labor unions, publicity in the newspapers, home calls by volunteers, decentralized classes at elementary schools, a meaningful curriculum, a little theater, dance and art classes, encouragement of library use, an American Negro history class. Objective evaluation of this kind of project is difficult, but there was a steady rise in adult school attendance and a steady increase in certificates and diplomas issued by the adult school. The persons involved in the project were interviewed for a subjective evaluation. The most successful motivational techniques involved person-to-person contact, such as home calls. A positive evaluation of the worth of this kind of project is shown in its extension as a Federally financed program.

SECONDARY TERMS: *low income groups, poverty programs, community programs, community responsibility, administrative personnel, neighborhoods, public relations, financial support, socioeconomic background, motivation, family attitudes, program improvement, San Diego, Calif.

SOURCE: Hilliard, Raymond M. MASSIVE ATTACK ON ILLITERACY: THE COOK COUNTY EXPERIENCE (IN The American Library Association Bulletin -- ALA -- LVII, December, 1963, pp. 1034-1036).

TERMS: adult basic education, welfare recipients, functional illiterates, literacy education, literacy materials, compulsory participation, statistical data, (Cook County) Illinois

ABSTRACT: This article is adapted from a larger paper on the Cook County Department of Public Aid program for welfare recipients. A study was conducted on the actual literacy levels of all able-bodied persons not in school who were receiving public assistance. A program for the educational, cultural and social uplift of people on relief in Chicago was formulated. Emphasis was on literacy training which began on March 14, 1962. Individuals receiving assistance were required to participate or forfeit their relief grants. By December 1963 roughly 7000 adults were enrolled in the program.

The biggest problem was freeing women with child care problems. Day care centers were lacking and mutual baby-sitting between mothers was most frequently used, especially in housing projects. Attendance was excellent. Greater success occurred when the recipients were in groups among themselves instead of in regular classes. Different educational methods for disadvantaged adults were needed and new literacy materials were being developed.

Data from two of the literacy studies were presented. A study of literacy in the Woodlawn area of Chicago showed that although only 6.6% of the subjects reported that they had not gone as far as sixth grade, 50.7% of the group, when tested for literacy level, achieved

"functional illiteracy" level (fifth grade level or below). In addition, those who, when tested, achieved above "functional illiterates," 77% of those who had all of their education in Mississippi were classified as illiterate regardless of grade level reached. For those who had all their education in Chicago, 33% tested as "functional illiterates" regardless of grade reached in school. Most of the subjects were women with an average age of thirty-two.

The cost of the program was met through the existing financial framework of the Chicago Board of Education. The Welfare Department added one staff member to direct and coordinate the literacy program.

SOURCE: Johnson, Raymond L., Cortwright, Richard W., and Cooper, Jessie V. MEASUREMENT AND CLASSIFICATION OF TEACHER ATTITUDES TOWARD ADULT ILLITERATES. Mimeographed report available from Richard Cortwright, Laubach Literary Fund, Syracuse, New York.

TERMS: teacher attitudes, adult basic education, illiterate adults, statistical data

ABSTRACT: Twenty-three teachers, employed part-time to teach basic reading skills to urban adult illiterates, completed a 100 item attitude scale, at the beginning and end of the course. The majority were young Negro Women recently graduated from college, without previous teaching experience. Responses were based on a seven point bi-polar "true or false" scale. A general procedure for the classification of attitudes by detecting "attitude clusters" is described. Matrix analysis is used in the construction of a circumplex.

Analysis of the teacher attitude data yielded four discrete, well defined clusters which were interpreted as representing their views concerning (a) the illiterate's isolation and withdrawal from his surroundings, (b) the social chasm which separates the teacher and the student, (c) the strategies for successful teaching, and (d) the illiterate's failures as a "style of life."

The teacher attitude data suggests three findings: (1) Distance values, Dij, are interchangeable with correlations. The magnitude of the distance varies with the size of the correlations: large positive correlation coefficients, small distance values; large negative correlations, large distances. (2) There may be no unique circulant matrix for a given set of response data. (3) When a single cluster contributes more than one item to a circulant matrix, the items will usually occupy contiguous positions on the circumplex. The circumplex structural model of an attitude domain requires that a shift in one attitudinal component be attended by shifts in others and the model permits us to formulate hypotheses about the specific components involved in attitude change and the direction of shift.

SOURCE: Kempfer, Homer. ADULT LITERACY EDUCATION IN THE UNITED STATES. Circular No. 324, Nov. 1950. Washington: Federal Security Agency, Office of Education, 1950. 5pp. (T.C. 2nd fl. lib.)

TERMS: illiterate adults, public school AE, literacy classes, United States, survey, teaching aids

ABSTRACT: Based on data collected by the Office of Education Federal Security Agency in October 1947, estimates are made concerning literacy in the United States. Of 106,428,000 noninstitutional civilians age 14 and over, 2,939,000 (or 2.7%) admitted that they could not read and write in any language. There is reason to believe that this estimate is low. In addition, an unknown number literate in some other language cannot read and write English. During World War II inductees who, by test, fell below the fourth grade level of performance in reading and writing were considered unfit for military service -- functionally illiterate. 676,300 men between 17 and 38 fell into this classification.

A survey in 1947-48 revealed 351 school districts with literacy classes. It was estimated that in 1949-50 approximately one percent of the total number of illiterate adults in the United States were enrolled in public school classes. Even though on a statistical basis the typical community of 500 people had enough illiterate adults in it to form a class, literacy instruction for adults is seldom available in communities under 2,500 population. Roughly one-fourth of the cities reporting literacy classes offer adults on opportunity to earn an eighth grade diploma. A few more, on request, will arrange an equivalency examination and certificate.

Over three-fourths of the schools in the survey reported using the "whole" ("sentence" or global") method to teach reading, in which short paragraphs and sentences are taught as a unit of thought expression. The most popular basal textbook series used are The Federal Textbooks in Citizenship issued by the Immigration and Naturalization Service. Supplementary materials were often used and are detailed in this article. A listing of "Sources of Help" on materials, methods, and techniques in literacy education is provided.

SOURCE: Knepfer, Homer. "Simpler Reading Materials Needed for 50,000,000 Adults." SCHOOL LIFE. XXXII (May, 1950), 115-27.

TERMS: survey, adult reading materials, adult illiteracy, United States

ABSTRACT: A survey of the need for reading matter suitable for adults who might read more if they had access to simpler reading materials is presented. Questions were administered to fifty-six librarians and evening school principals throughout the United States. There was a clear need for easy materials -- at the eighth grade level or below. Nearly one-seventh of the adults in the United States age 25 or over had not gone beyond the fourth grade. Nearly one-half of all adults had not finished more than ninth grade. Because of forgetting and other reasons, adults usually read comfortably two or three grades below their last grade of schooling. The ideal solution is to eliminate illiteracy entirely. This would require more money for buildings and teachers, as well as an energetic literacy campaign. A partial answer is to prepare and distribute materials suitable for adults of low reading ability. Distribution would be the key problem. Materials would have to be given away or sold in mass sales. Invention in the publishing field is needed. Some combination of pictures and line drawings, controlled low reading level, attractive format, large type, color, pocket size, pamphlet thickness, and low cost are suggested.

SOURCE: King, Gordon A. THE RELATIONSHIP OF GROUP STRUCTUIE, TASK PERFORMANCE, AND LEADERSHIP RECOGNITION AMONG ADULT BASIC EIUCATION PARTICIPANTS (M.S. thesis), Florida State University, Tallalassee, Florida.

TERMS: adult basic education, group structure, statis.ical data, experimental group, Florida

ABSTRACT: The purpose of this study was to determine for adult basic education participants what effect an internal group leader would have on group performance with the same group members or different group members when moving from a structured group, where the members are in a straight line, to an unstructured group, where each position has the same physical relation to the group; or the reverse. The subjects for the study were women who were selected at random from adult basic education classes in Leon County in North Florida. The participants interacted in five member groups on a symbol identification task. The results of this study, as measured by a t-test and Chi-Square, showed there was a relationship between task performance and group structure for this particular population. Leader recognition as a function of group structure, when moving from one group to another group, could not be substantiated. This study was based on the early experimental work in group study, much of which is reviewed by Glanzer and Glase; Psychological Bulletin, Vol. 58 no. 1, January 1961.

SOURCE: Krebs, Annette B. THE ADULT LITERACY PROJECT, A STUDY OF VARIED EDUCATIONAL AND OPERATIONAL RESEARCH IN THE TRAINING)F FUNCTIONAL ILLITERATE ADULTS, *An interim report (vols. 1 and 2.)*. Brandeis Univ., Waltham, Mass. U. S. Office of Economic Opportunity, Washington, sponsor. Massachusetts Council for Public Schools, Boston, sponsor, NOV 66 CAP-593-D 130p. Funding $341,206

TERMS: *illiterate adults, *evaluation, *programmed texts, *reading skills, *individual instruction, literacy education, adult dropouts

ABSTRACT: This is a report on 12 months of action-research in a continuing research and demonstration project in greater Boston for teaching reading skills to illiterate adults (16 or over), who test at 6th grade level or below on a battery measuring reading and arithmetic achievement, intelligence, and various visual-perceptual skills presumed to be related to reading progress. The student population is widely heterogeneous as to age, previous schooling, occupation, etc. Two reading systems were being evaluated -- a programmed system taught in small class groups and an eclectic system using volunteer tutors in a one-to-one relationship with students. Problems and recommendations are summarized. Topics covered also include -- operational research on the establishment and maintenance of literacy centers, analysis of results of initial tests and retests after 50 and 100 hours of instruction, preliminary evaluation of the two methods of instruction used, demographic characteristics of volunteer tu rs, adult illiterates in the program and outside, and students who lea e training. Pre-

liminary evaluations and analyses reported in vols. 1 and 2 will be further developed in future progress reports. Appendixes include modifications to the adult literacy project proposal, intercorrelations between pairs of tests, the students in the program etc.

SECONDARY TERMS: participant characteristics, program evaluation, tests, program administration, intelligence, attendance, recruitment, adult teaching, volunteer teachers, Reading in High Gear, Boston

SOURCE: Lanctot, Jean B. THE ARDA PROGRAMMES ON COMMUNITY DEVELOPMENT (Background paper, Institute on Community Development in Canada, National Committee of the Canadian School of Social Work, Toronto, Nov 25-28, 1965) Canada. Agricultural Rehabilitation and Development Administration. NOV 65 EDRS PRICE MF-$0.09 HC-$2.20 55p. Appendixes

TERMS: *rural development, *community development, *federal aid, *rehabilitation programs, low income groups, community programs

ABSTRACT: This background paper describes the purposes of the Canadian Agricultural Rehabilitation and Development Act (ARDA) as expressed in the Federal-provincial Rural Development Agreement for 1965-70. The ARDA programs, intended mainly to improve rural income and employment opportunities, include research, land use and farm adjustment, rehabilitation, rural development staff and training services, special assistance to rural development areas, comprehensive development of specially designated areas, soil and water conservation and public information services. Community development is discussed as an instrument of social and economic progress involving democratic decision making, close Federal and provincial cooperation, a broader, more flexible approach to social work, a holistic approach to research, increased local participation in manpower rehabilitation and mobility programs, and local cost-sharing. Financial and training provisions are noted. Required skills and background of specialized personnel, local and area voluntary leaders, generalists conducting group action, and trainers of personnel, are indicated. Fundamental problems of planning are considered. Document includes appendixes.

SECONDARY TERMS: educational legislation, regional development, federal state relationships, social workers, professional training, Canada, Quebec, Gaspe, ARDA

SOURCE: Laubach, Robert S. A STUDY OF COMMUNICATIONS TO ADULTS OF LIMITED READING ABILITY BY SPECIALLY WRITTEN MATERIALS. (Ph.D. Thesis) Syracuse University, Syracuse, N.Y. 1963. 189 pp. (Xerox price MF-$2.75; Xerography $8.60)

TERMS: adult basic education, functionally illiterate, literacy materials, reading tests, treatment, statistical data, Pennsylvania, Ohio

ABSTRACT: The purpose of this study was to test two hypotheses: that adults considered functionally illiterate (defined as having completed less

than five years of schooling) may receive communication by specially written materials, and that these materials may be prepared in various ways which will differentiate in communication conveyed.

The investigator selected four articles from the Christian Science Monitor and rewrote each three ways, designating the original selection as Treatment A, and the revisions as Treatments B, C, and D. Treatment B was a simplification based on the writer's experience and understanding of readability theory. Treatment C added to the simplification control of certain linguistic elements of speech structure: in Treatment D the linguistic control was tighter. The mean reading grade level of Treatment A was 9.0; the mean reading grade level of Treatments B, C, and D was 2.7. A single comprehension test consisting of ten multiple choice items, was prepared for each selection; the mean reading grade level of the tests was 2.7.

The sixteen selections thus prepared (four treatments each of four articles) were randomized in a 4 X 4 Latin Square design and administered as silent reading exercises in adult elementary reading classes conducted by the boards of education in Philadelphia and Cleveland.

The testing covered four class periods, following a warm-up period. Analyses of variance were performed only on fully completed Latin Squares, with scores in each cell. The Philadelphia sample of adults thus selected was 164, all of whom, with three exceptions, spoke English as a second language. The Philadelphia sample was described generally as white, foreign-born, with a male-to-female ratio of 1 to 7, and a median age of about 57 years.

The Cleveland sample was 104 adults, all of whom spoke English as their native language, and was described generally as Negro, with a male-to-female ratio of 1 to 2, and a median age of about 41 years.

Analysis of variance indicated that treatment effect was significant at the 5 percent level of confidence, for the Philadelphia foreign-born group and for the Cleveland native English speakers. Inspection of the treatment mean scores showed the contrast to be between Treatment A and any and all of the Treatments B, C, and D; there were negligible differences between the latter three.

The first hypothesis was supported, that communication may be increased by specially written materials. The different ways of writing the special materials did not differentiate in results; the second hypothesis was not supported.

The investigator interpreted the results of the study as evidence, pending further research, that, while adult educators express the need for more simplified reading matter for adults, care should be taken to assure appropriate use of such materials. Their use as supplementary reading in supervised learning situations, as in elementary reading classes for adults, may be recommendable. However, as the mean scores were considered low, to depend on the simplified written message as an independent channel of communication to adults of limited reading ability may not be advisable.

SOURCE: Lee, Ulysses. THE EMPLOYMENT OF NEGRO TROOPS. Washington, D.C.: Office of the Chief of Military History, United States Army. (United States Army in World War II Special Studies), 1966. Chapter IX, pp. 239-279.

TERMS: army training, illiterate adults, adult basic education, intelligence tests, Negro, statistical data, United States

ABSTRACT: During World War II the largest number of Negroes rejected for military service fell into two classes: venereal disease cases and the educationally deficient. The latter was the more difficult problem to solve. The best that was expected in the Army was to raise men to a functionally literate level.

At the beginning of mobilization no definite mental or educational standards for induction were prescribed. By May 15, 1941, the ability to read, write, and compute at the fourth grade level became the standard for induction. Those men who had not completed the fourth grade were eligible for induction only upon passing the minimum Literacy Test prescribed by the War Department. This standard remained in effect until August 1, 1942, when the Army began to accept illiterates in number not to exceed 10 percent of all white and 10 percent of all Negro registrants accepted in the Army in one day. From March 1941 on the Army General Classification Test (AGCT) was given to sort soldiers according to their ability to learn. The Army was primarily interested in the working ability that the inductee had attained and in the promise of future development in a short time which that level of ability indicated. Five grade levels were constructed with Grades IV and V expected to produce only semiskilled soldiers and laborers. Because of the biracial organization of the Army, with separate Negro and white units, the problem of absorbing the lower Grade level inductees was greater among Negr than among white units. The 351,951 (8.5 percent) white AGCT Grade Vmen inducted between March 1941 and December 1942 could be distributed among the total of 4,129,259 white men received, while the 216,664 (49.2 percent) Negro men received the same period -- 135,000 men fewer -- could be distributed only among the total of 440,162 Negro men received.

The Negro test scores served as a psychological barrier to effective training. The Army's psychologists, while warning against the use of AGCT scores as "intelligence" indexes, neglected to add a warning against comparing scores of men from two different groups whose backgrounds and prior experiences were not parallel. Only in the Air Force were screening techniques for Negro technical and combat units both possible and effective. In the Army the elimination of unit types, extending training periods, transferring substandard men, and preferential selection for combat units, were frequent suggestions in 1942 and 1943. In most cases these suggestions were not implemented. During 1942-1943 special training schools (or units) for men of poor educational backgrounds were started. Nine percent of all whites and 49 percent of all Negroes inducted after June 1943 went to special training units. This represented 11.5 percent of all men received through reception centers. Eighty percent of the trainees were illiterate or non-English speaking; the remainder were AGCT Grade V men. The men assigned to special training units received three hours of academic and five hours of military training daily. A maximum of three months was authorized the special training units with many men completing the fourth grade level in less time. The special training units, in the two years of operation, made available to the Army large numbers of white and Negro men -- the equivalent of more than a dozen divisions -- who would otherwise have been rejected as

illiterate and they did provide elementary training for these men. There was evidence that some units repeatedly administered AGCT tests to the same individuals until the men raised their scores to Grade IV level and then they were classified as "literate." This indicated how serious the shortage of AGCT qualified men was. This practice was ordered stopped.

SOURCE: London, Jack, Wenkert, Robert, and Hagstrom, Warren O. ADULT EDUCATION AND SOCIAL CLASS. Survey Research Center, University of California, Berkeley, Calif. Dec. 1963. (Cooperative Research Proj. No. 1017, U. S. Office of Education).

TERMS: adult education, participation, socio-economic status, survey research, interviews, California, statistical data

ABSTRACT: The purpose of this study was to explore in detail the relationship between social class and participation in adult education. It was conducted in three phases: (1) Preliminary Pilot Survey (Mar. - April 1961), (2) Community Survey (Oct. - Mar. 1962), and (3) Matched Sample Survey (Apr. - Aug. 1962). The participants were located in an open community survey, rather than through educational agencies, in order to avoid serious sampling bias. The multi-stage probability sample was restricted to men aged 20 to 59, who were not full-time students nor institutionalized, and who resided in selected areas of Oakland, California. Only those census tracts (according to the 1960 Census) which were in the middle of the average income distribution (mean monthly rental from $56 to $95) were included in the population studied.

Two procedures were followed in the Community Interviewing which introduced a serious risk of error: the use of informants other than the sampled male and the use of telephone interviews. Both procedures were used to minimize the cost of locating participants, and neither introduced a large error in responses. It was felt that small errors could be tolerated, since the later Matched Sample Survey would facilitate discovery and correction. The Matched Sample Survey was oriented to explain why occupation, formal education, and age are strongly associated with participation in educational activities.

Compared to San Francisco, Oakland's population has more than its share of poor families, and a lower proportion of families with income over $10,000. Its population is also less educated, with over 50 percent of the adults having failed to complete high school. What percentage of respondents were in Adult Basic Education programs is not clear in the report. Many of the tables present the lowest educational level category as "High School grad or less" and the specific course coverage as "Academic" as opposed to "Vocational." The "highest grade completed in school" is presented with "none, 0-4th grade" and "fifth-eighth" grade as separate categories.

This survey, as well as a recent NORC national survey, point to the fact that the better educated are over-represented among adult education clientele. Five myths about the blue collar worker are discussed and challenged on the basis of the findings. At the same time it was found that the unemployed workers in the study had the lowest participation

rate in spite of their greater free time to engage in further training. It appears that unemployment often leads to a psychological sense of hopelessness, combined with apparent apathy and a virtual inability to exert energy and effort to improve one's position. One possible solution for blue collar workers' education is to induce management and labor to negotiate day-release time for educational purposes.

Adult education cannot be regarded as a substitute for formal education, but rather as an extension of it. The break between completion of formal education and participation in adult life appears so abrupt that a "halfway house" is required to ease this transition. Adult education appears to perform this function for a substantial proportion of young people. The common impression that man has a limited amount of energy that can be devoted to only a limited number of activities was thoroughly rejected by the data. Men who engaged in "moonlighting" were more likely to take adult education than those who did not. These findings confirm the authors' image of man (discussed in Chapter I) as a highly dynamic, self-generating organism with high levels of energy, potential, and capacity, who is more limited by his own definition of himself and his opportunities than by any inherent organic traits.

An institutional questionnaire survey was also conducted. An appendix presents a secondary analysis of various national surveys of participation in adult education.

SOURCE: MacDonald, Bernice. LITERACY ACTIVITIES IN PUBLIC LIBRARIES: A REPORT OF A STUDY OF SERVICES TO ADULT ILLITERATES. American Library Association, Chicago, Illinois Adult Services Division. 66 EDRS PRICE MF-$0.18 HC-$2.50 54p. (ALA price, $1.25)

TERMS: *public libraries, *library extension, *instructional materials, *illiterate adults, *literacy education, cooperative planning

ABSTRACT: Field visits were made to 15 public libraries to gather information on local sponsors of literacy education, including personnel, teaching methods, and instructional and supplementary materials. Patterns of cooperation between educational agencies and individual libraries and the adequacy of library services and reading materials were investigated. In most libraries surveyed, programs of service or library involvement were limited, but each library engaged in active community planning with other agencies -- welfare agencies, the Federal Manpower and Development program, private and volunteer organizations, foundations, boards of education, reading clinics, television stations, and private tutors. Shortages of trained personnel and effective literacy materials were a critical problem. Recommendations include -- distribution of easy-reading bibliographies to all public libraries, expansion of the ALA adult Services Divisions' Committee on Reading Improvement for Adults, a meeting of national, state, and local library leaders to promote organization and development of literacy services and a literacy services consultant at ALA headquarters. Report includes appendixes.

SOURCE: Marshall, Jon C., and Copley, Patrick O. "Problems of Adult Basic Education Teachers," ADULT LEADERSHIP, Vol. 16, No. 2, June 1967, 3p.

TERMS: teaching methods, adult basic education, Missouri, survey, statistical data

ABSTRACT: A questionnaire study was conducted to determine the problems of Adult Basic Education teachers. The sample consisted of 15 teachers teaching in the University of Missouri at St. Louis Adult Basic Education program. The major problems seen by the ABE teachers were those of fitting education to the needs of the adult student: finding a suitable curriculum, fitting the instruction to the background of the student, and finding time in the school day to work on curriculum development, diagnosis, and prescription. Many of these can be effectively dealt with in teacher reorientation workshops. According to analysis based on the Kruskal-Wallis One-Way Analysis of Variance by Ranks, no significant differences were found. This indicates that the ABE teachers see the problem areas as equally important.

SOURCE: Mitzel, H. Adele. THE FUNCTIONAL READING WORD LIST FOR ADULTS (IN Adult Education, 16(2), Win 66, pp. 67-69). 66 80.

TERMS: *vocabulary development, *adult basic education, *reading development, illiterate adults, literacy education, research

ABSTRACT: The 5000-word Functional Reading Word List, compiled to reflect the present and immediate future reading needs of the average illiterate American adult, is presented. The basic words were gathered from such sources as government pamphlets, newspapers, menus, comic books, application blanks, and religious tracts. The list is divided into 4 parts -- the approximately 500 most basic words, followed by 3 groups, ranked by frequency, containing about 1500 words each. Mastery of the first 2000 words (Groups 1 and 2) is considered indicative of functional literacy. Mastery of all 4 parts would be equated with literacy. The word list is of value also to foreigners learning a basic American vocabulary. Document includes foldout with list.

SECONDARY TERMS: Functional Reading Word List

SOURCE: Otto, Wayne, Ford, David, and Nicholson, Eunice. MATERIALS FOR TEACHING ADULTS TO READ. Working Paper No. 2. Research and Development for Learning and Re-education. Univ. of Wisconsin, Madison, Wisconsin. December 1966.

TERMS: United States, literacy materials, reading materials, programed texts, evaluation, annotated bibliography, illiterate adults

ABSTRACT: The R & D Center for Learning and Re-education conducted an extensive survey and review of the materials available for teaching illiterate adults to read. From a researched list of publishers a systematic poll was conducted in order to determine what materials publishers recommended for adult basic education purposes. The publishers were asked to furnish descriptive literature to which many added complimentary copies of the actual reading materials. In order to determine the availability

of materials in a manner similar to that which schools might employ, most samples of reading materials were purchased through regular commercial outlets, i.e., the local bookstore.

Reading series are described under an alphabetical list of publishers in List I. A 50-item "Check List to Adult Basic Reading Materials" is marked for each citation, in order to standardize comparisons. Supplementary skill building and reading practice materials are listed separately by topic in List II and List III. Other materials that may be useful are given without annotations: List IV, U. S. Government Printing Office Publications, and List V, Materials for Teaching Reading to Foreign-Born Adults. A selected list of recent professional books is also included in List VI. The list is limited to publications that will be helpful to all teachers of adult illiterates. Some contain background information, while others detail specific techniques of instruction. Publishers' addresses are given in a final list.

SOURCE: Pantell, Dora F. BASIC ADULT EDUCATION: A STUDY (IN Wilson Library Bulletin, 84, Sept. 1965, pp. 71-74).

TERMS: adult basic education, literacy materials, teaching methods, Operation Second Chance, MDTA (Manpower Development & Training Act) Program, evaluation

ABSTRACT: The author was a curriculum consultant in adult education for the Bureau of Curriculum Research, New York City Board of Education. She presented a general evaluation of the current literacy teaching materials available. Nine material systems for adult basic education were on the market. The author considered learning interest among undereducated adults or "motivation" as the major issue when considering adult literacy materials. The materials should satisfy at least two criteria: (1) They should not alienate the reluctant reader. And (2) they should be so graded that they give the reader, at every step of the way, a feeling of some personal success. For illustrative purposes, mention is made of case histories in Operation Second Chance and Manpower Development and Training Act classes.

Motivating illiterate adults involves a full recognition of their problems, an understanding of their need for information about the complicated world, a sensitivity to their lack of faith in society, education, or themselves. Materials for them must reflect this understanding by offering uncondescending adult content and language, and continuing success opportunities to help.

The major problem for publishers seems to have been the materials for the beginning level. Research is needed, but teacher training is a need which cannot wait for research results. The knowledge available must be put to current use. Traditional debates about teacher creativity have little place in adult basic education. The teachers need to be told what is to be taught to undereducated adults and in what sequence. They also should be taught what experiences to use or to provide as a basis for learning and in what order.

SOURCE: Parker, Edwin B., and Paisley, William J. PATTERNS OF ADULT INFORMATION SEEKING. Stanford, California: Institute for Communication Research, September 1966.

TERMS: adult education, California, socio-economic status, pretest, participation, achievement motivation, need for affiliation, level of education, survey, research, statistical data, bibliography

ABSTRACT: Nine authors present various aspects of this report on "Patterns of Information Seeking in Adult Education," which was researched during the period of June 1, 1964 to September 30, 1966. The purpose of the project was an exploratory investigation of instrumental information-seeking behavior in the general public. Data were gathered primarily through the use of sample survey interviews in San Mateo and Fresno, California. Two experiments investigating the motives of information seeking were also conducted.

Five hundred and seventy-five residents of San Mateo were interviewed in January of 1965 and 1294 residents of Fresno were interviewed in June & July, 1965. The interview schedule was pretested in Palo Alto in December of 1965. In both cities multi-stage probability samples were drawn, beginning with block samples from the 1960 Census. The target population consisted of English-speaking residents over 18, no longer in school. San Mateo is described as a wealthy community with the 1960 median income of $8,236. Thirty-three percent of those 25 years old and over in 1960 had schooling beyond high school. Fresno, by contrast, was not such a wealthy community. The 1960 median income was $6,109. Sixteen percent of the families earned more than $10,000 per annum, but 18 percent earned less than $3,000 annually. Fifty-two percent of those 25 years old and over had never completed high school, and only nine percent were college graduates.

Research on the seeker in the interpersonal communication process is scarce. The supposition at the outset of the study was that "It is possible that inter-personal communication serves the same 'cueing' and 'filtering' needs for the man on the street as it does for the scientist." (p. I/20). Findings indicate that 22 percent of the San Mateo residents and 11 percent of the Fresno residents were "high" participants in adult education. Analysis of the data shows that the respondent characteristics, and not some essential difference between San Mateo and Fresno, are the chief predictors of participation level.

Two psychological variables are introduced: "achievement motivation" and "need for affiliation." An effort is made to relate achievement motivation to adult education participation. High need achievers consistently participate in more adult education than low need achievers ($p < .01$). An effort is made to develop an index of the "need for affiliation" to which such motivation predicts participation in differing settings of adult education and information seeking. The hypothesis was that respondents high in need-affiliation will participate in group activity adult education to a greater extent that those low in need-affiliation. This hypothesis was supported for the high education group ($p < .05$), but only a nonsignificant trend in the predicted direction was found for the low education group. No relationship was found between need affiliation and participation in individual activity adult education. This simply indicates that high education respondents tend to be processors of more information, regardless of the source. The results of this exploratory study indicates that a high level of education (at least some college education) is a necessary condition for

the appearance of a positive relationship between need for affiliation and information-seeking through interpersonal sources. The authors speculate that the perceived need for information is low in lower education groups and that without a perceived need for information, need for affiliation by itself is not a sufficient motive for interpersonal information-seeking or group-setting adult education activities.

The best single predictor of participation in adult education is the amount of formal schooling obtained. The higher the educational level of the respondent the more likely he was to report participation in adult education. When education is low, higher income predicts greater participation in arts-crafts or liberal arts study. However, no relationship between income and participation is observed once a minimal educational level (high school graduation) has been attained. Respondents were classified according to level of education. For some of the analyses less than high school level was a separate category, for other purposes high school graduates and less was the lowest educational level category. Emphasis in this abstract is on relationships reported for the less than high school educational level group.

During the processing of the data, Funkhouser developed a method of analysing coding reliability: The Random-Systematic-Error Coefficient, which is presented in the Appendix. This facilitated the diagnosis of faulty codes. Binary coding procedures were used. Data processing was facilitated by the use of the Stanford 7090 and B-5500 Computers. The purpose of the analysis was to identify and interpret patterns of information use among various subgroups of the population. Univariate, bivariate, and multivariate analyses are presented.

The bibliography for this report appears in the appendix.

SOURCE: Pearce, Frank C. ADULT BASIC EDUCATION, Evaluation through research. Stanislaus County Multi-Occupational Adult Training Project, General research findings, Report 5. Modesto Junior College, Calif. Adult Division. JUN 66 EDRS PRICE MF-$0.09 HC-$0.44 11p.

TERMS: *program evaluation, *adult basic education, *employment potential, *unemployed

ABSTRACT: This is an evaluation report on the effectiveness of the adult basic education programs at the New Hope School initiated by Modesto Junior College under the auspices of the Manpower Development and Training Act. Evaluation measures are academic achievement (tested academic progress through various educational tests), attitude modification relative to involvement, dropouts, follow-up study of those trainees who became employed and stayed on the job, student characteristics, teacher characteristics and effectiveness of teaching. The findings indicate that the Modesto adult training programs are effective and progress is being made through the adult basic program.

SECONDARY TERMS: academic achievement, changing attitudes, prevocational education, participant characteristics, teacher characteristics, research, Modesto, MDTA, New Hope Project, California

SOURCE: Pearce, Frank C. BASIC EDUCATION TEACHERS, SEVEN NEEDED QUALITIES -- Stanislaus County Multi-Occupational Adult Training Project, Teacher Characteristics, Report 4.1. Modesto Junior College, Modesto, California Adult Division. SEP 66 EDRS PRICE MF-$0.09 HC-$0.72 18p.

TERMS: *adult basic education, *teacher characteristics, *teacher attitudes, *teacher evaluation, *effective teaching, research

ABSTRACT: A study was made by Modesto Junior College at the New Hope Adult Retraining Center, part of the Modesto Multi-Occupational Project under the Manpower Development and Training Act, in which trainees, teachers, and administrators identified characteristics of an effective adult basic education teacher. Student opinions were obtained through group discussion, brainstorming, and questionnaires. Depth interviews were conducted with the teachers using a case history approach. Teachers and administrators described a hypothetical teacher. The study showed that maintaining respect for the student is of primary importance. The teacher must have understanding, flexibility, patience, humor, practicality, creativity, and preparation. An interview schedule was designed for screening potential teachers. It includes background information and a measurement of attitudes by the applicant's reaction to set situations and to a series of position statements. 8 refs.

SECONDARY TERMS: interviews, teacher selection, questionnaires, administrator attitudes, student opinion, teaching skills

SOURCE: Pearce, Frank C. CHARACTERISTICS OF TEACHERS AND METHODOLOGY IN ADULT BASIC EDUCATION. Stanislaus County Multi-occupational Adult Retraining Project. Modesto, California June 1966.

TERMS: adult basic education, teacher characteristics, teacher attitudes, student attitudes, research, interviewing, California

ABSTRACT: A study to obtain information on the "ideal" and "actual" characteristics of adult basic education teachers was conducted at the New Hope School in Modesto, California. Four approaches were used with the students, instructors, and administrators: (1) administration of questionnaires, (2) group discussion on the needed qualifications of a hypothetical teacher of adults, (3) recorded depth interviews using a case history approach (average length = 2 hrs.), and (4) written descriptions of a hypothetical person who would have the qualities of a basic education teacher for undereducated and unemployed adults.

The first portion of this study provided a description of the characteristics which various groups considered desirable in adult basic education teachers. The second phase provided a description of the personal characteristics that teachers in the Modesto project actually possessed. An interview schedule was constructed on the basis of the findings and is presented at the end of this report. It was written to be used during a face to face session and not simply as an application form.

Analysis of the data indicated very little difference between how the student, teacher and administrator described the ideal basic education teacher. The emphasis and terminology was different, but the characteristics were similar. For example, the administrator wanted a teacher who was people-oriented, the teachers said they needed understanding, and the student wanted a teacher who would help him to develop his self-confidence. A variety of common characteristics were found among the basic education teachers. These included wide experience in the world of work, experience in working with sub-groups, having been isolated, coming from a family unit with a single predominant parental figure, raised in a provincial community and a strong belief in the value of human dignity. The most important single characteristic possessed by the teachers was individuality. They were nonconformists in the finest sense of the term because they did not fit the traditional teacher mold in the traditional teacher setting.

There is very little difference between the characteristics needed by adult basic education teachers of the undereducated and unemployed and other basic education teachers or any other teacher whether he be elementary, secondary, or collegiate. It is suggested that using this study as a basis, a comprehensive research study on a state or national basis should be initiated. Also, a series of experimental designs should be initiated to determine which characteristics have the greatest influence on the teacher's effectiveness and the conditions under which these factors will vary.

SOURCE: Pinnock, Theo. J. & and others. RESULTS OF AN EXPLORATORY STUDY OF FUNCTIONAL ILLITERATES IN MACON COUNTY, ALABAMA (ED 010 123) Tuskegee Inst. Ala. BR-50023 USOE. Cooperative Research Program. CRP-S-184 66 EDRS Price MF-$0.36 HC $8.16 204p. Summary of Study -- AC 000 0551

TERMS: *illiterate adults, *literacy classes, *training allowance, *intelligence, *age differences, student motivation, reading

ABSTRACT: Tuskegee Institute conducted a study of needs and methods of education for illiterates in Macon County, Alabama, using a sample of 658 Negro and Caucasian adults. Experimental teaching and testing was carried out with 118 functional illiterates, whose class attendance was unexpectedly high. The Gray Oral Reading Test showed an average gain in reading grade equivalent of 1.3 years. An experiment was designed to find out whether persons under 40 years old could learn more in 2 weekly meetings than those over 40, who met 3 times weekly, and to determine whether a small competitive cash incentive would affect the learning of the older group. An effort was made to keep classroom conditions constant for the 2 groups. The older group showed an average increase of 1.5 grade equivalent years, the younger group, 0.7. The use of 2 variables left the investigators uncertain as to the cause of this difference, but they felt it was the cash incentive. The Wechsler Adult Intelligence Scale showed significant increase in IQ for most students. Participants and teachers were enthusiastic about the program.

SECONDARY TERMS: achievement, educational needs, program evaluation, research, Negro education, rural areas, educationally disadvantaged,

Alabama, Tuskegee Institute, Gray Oral Reading Test, Wechsler Adult Intelligence

SOURCE: San Francisco Unified School District. THE EOA BASE: EDUCATION COMMUNITY IN JOHN ADAMS ADULT SCHOOL, 1965-1966.

TERMS: adult basic education, program, unemployed, welfare recipients, ethnic groups, California, research

ABSTRACT: An adult basic education program is described on the basis of observation, testing, questionnaires, and interviews. Data is presented with little attempt to interpret or analyze it. The core study group, based on social service referrals, was 90% of all the students referred to the EOA (Economic Opportunity Act) Adult Basic Education program in San Francisco. The ethnic breakdown was over 60% Negro, with White, Mexican, and American Indian groups also represented. Upon entrance into the program, all groups clustered around sixth grade level in reading and arithmetic. All "mean" grades given as completed clustered around the 8th and 9th grade level. This meant about a three grade difference between official grade level and actual reading and arithmetic skill grade level. Median intervening time period between the last school attended and the EOA program was 10 years. Among the background characteristics analyzed were the following: (1) 55% of the core group came from either divorced or separated homes, (2) 30% reported they did no work at full-time paid jobs (because they were on public assistance, the responses may be an underestimation of actual employment), etc. Six biographies are presented as case studies of successful students. The following recommendations were made: (1) to coordinate the educational and welfare programs, (2) to recruit more male students between the ages of 20-40, (3) to keep adults from other agencies also enrolled, i.e., from the Veterans Administration and the John Adams Adult High School, as well as from the Department of Social Services, (4) to use better testing procedures, and (5) to employ in certified positions more adults from ethnic minorities.

SOURCE: Smith, Edwin W. * and others. A REVISED ANNOTATED BIBLIOGRAPHY OF INSTRUCTIONAL LITERACY MATERIAL FOR ADULT BASIC EDUCATION. Florida. State Department of Education, Adult Education Section JUN 65 EDRS PRICE MF-$0.09 HC-$2.12 53p. Appendix

TERMS: *adult basic education, *instructional materials, *annotated bibliographies, *literacy education

ABSTRACT: Annotated bibliography of adult literacy and basic education materials is divided into 3 stages -- introductory (Levels 1-3), elementary (Levels 4-6), and intermediate (Levels 7-9). Subject matter includes reading (including comprehension), spelling, vocabulary and grammar, arithmetic, social studies, geography, citizenship and daily living, government, occupations and vocations, and study methods. Textbooks and textbook series are rated, with two stars for materials considered superior, one star for materials judged adequate, and no star

for materials that may fit a particular need or predilection. Instructional materials considered appropriate for beginning readers, disadvantaged youth, adults only, adolescents only, or foreign-born students, are designated. List of Publishers.

SECONDARY TERMS: *textbook evaluation, reading materials, System to Success, Mott Basic Language Skills Program. Reading in High Gear, EDL Study Skills, Spelling Word Power Laboratory

SOURCE: Steves, Roy W. ADULT BASIC EDUCATION IN CALIFORNIA, PROGRESS REPORT, Bureau of Adult Education, Los Angeles, March 15, 1967.

TERMS: adult basic education, California, adult illiteracy, non-English speaking, tests

ABSTRACT: This report is an overview of the Adult Basic Education Programs in California funded by the Economic Opportunity Act of 1964 and the Adult Education Act of 1966. Funded programs exist in 58 school districts and 24 counties of California. Active enrollment as of January 27, 1967 was 12,617 or 59.2% of the "cumulative enrollment" or the total of all students who attended a class at least once. United States Census data indicates that in California, adult illiteracy consists largely of the non-English speaking population. The English as a second language program, which has 59.7% of all enrollees, is designed to mesh in with the adult elementary certificate program. Participating districts have had greater than predictable success in the program for the illiterate English speaking person. Forty-one point four percent of all enrollees are in the English speaking elementary subjects curriculum. The goal of the elementary subjects program was to bring the student to eight grade proficiency level in no more than 750 hours of instruction. This goal has been achieved, based on statewide standardized testing (the California Achievement Test -- Elementary Form -- Reading Forms WXYZ). Allocations and expenditures are provided in the Appendix. By cost effectiveness standards the program sets enviable standards. Continuation of the present program at the 1966-67 funding level is recommended. Additional Federal allotments are suggested for the following: (a) Better Instructional materials, a reduced faculty-student ratio, and teacher training, (b) new pilot projects, and (c) the funding of Regional Administrators' Ad Hoc Advisory Committees.

SOURCE: Torrence, Preston E. THE TUSKEGEE EXPERIMENT IN ADULT TRAINING (In Adult Leadership 15(3), Sep 1966, pp. 83-84, 96) 66 3p.

TERMS: *experimental programs, *vocational training, *vocational counseling, *program evaluation, *unemployed, rural areas

ABSTRACT: Tuskegee Institute, supported by the U. S. Department of Labor's Office of Manpower and the Department of Health, Education and Welfare, initiated an experimental program in rural adult education. The 12-month program sought to counsel, train, and place in jobs 180 men. These were responsible to farm families with incomes under $1200 a year,

were intellectually below grade 6, unemployed, underemployed, or unemployable. Of the trainees, 91 lived on campus and 89 commuted. They were instructed in communication and number skills, given extensive personal and vocational counseling, and taught meat processing, carpentry, brickmasonry, or farm machinery repair. Of the 166 who completed training, 135 were employed at an average wage of $2.60 an hour within 4 months. Employers reported over 90 percent getting along well. Half the trainees reported that their training was sufficient for their jobs. The author recommends that trainees be grouped by learning potential and be in residence during training. He suggests detailed coordination of basic and technical skills, and counseling for families as well as for trainees.

SECONDARY TERMS: adult basic education, individual counseling, low income groups, job skills, employment qualifications, research, residential method, MDTA Tuskegee Institute

SOURCE: Walther, Richard E. and Ferguson, Leigh N. A PILOT STUDY OF THE USE OF AREA OF INTEREST SELF-INSTRUCTIONAL READING COURSES AMONG YOUNG PERSONS CONSIDERED TO BE NEITHER SELF-MOTIVATED NOR SELF-SUPPORTING: FINAL REPORT. U. S. Industries, Inc. Educational Science Division. Silver Spring, Maryland. June 1966 (Report to Office of Manpower Policy, U. S. Department of Labor).

TERMS: experimental program, literacy materials, reading skills, teaching devices, reading tests, student motivation, unemployed, drop-outs, research, statistical data, evaluation, United States

ABSTRACT: The object of this research was to test the feasibility of the use of self-instructional devices to teach reading subskills to young males considered to be neither self-motivating nor self-supporting. It was assumed that significant improvement in reading ability can be brought about through the use of automated instructional devices utilizing so-called self-motivating materials-that is, materials in which the motivation to improve reading skills arises from an interest in course content rather than from a desire to improve reading skills as such.

The project was carried out in three phases: first was a field study designed to test assumptions concerning areas of vocational interest, reading ability and motivation; second was the design and preparation of the programs and the equipment; and third was an evaluation of the programs and instructional systems. Significant learning gains in both vocabulary and comprehension were obtained in all programs. Differences in study time and efficiency were observed among the automated instructional systems. Some of these differences were statistically significant. However, these differences do suggest differential applications of the three systems.

Observations and case studies were recorded and reported for the guidance of instructors and programmers in developing teaching materials.

SOURCE: Whittemore, Robert G. & Echeverria, Ben P. SELECTION AND EVALUATION OF TRAINEES IN A BASIC EDUCATION EXPERIENCE UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT. State Dept. of Education, Vocational-Technical and Adult Education Division, Carson City, Nev., June 1965, 24pp.

TERMS: *manpower development, *adult basic education, *measurement instruments, *evaluation, student characteristics, aptitude tests, psychological tests, statistical data, pretests, reading tests, intelligence tests, achievement tests, tables (data), research

ABSTRACT: Project investigated ability levels and personality dynamics of Manpower Development and Training applicants in Nevada who required previous basic education, and sought to determine the most effective instruments to measure improvement in societal functioning after the educational experience. Trainee groups in Reno and Las Vegas were delineated by ages, educational levels, and GATB "B" scores. Ten testing instruments were evaluated. FINDINGS -- The Henmon-Nelson Test of Mental Maturity, the Sequential Test of Educational Progress, and the Minnesota Multiphasic Personality Inventory were judged unfeasible. Numerical capacity of trainees increased greatly during basic education, and self-concept and well-being scores (California Psychological Inventory) increased significantly, while mean IQ scores on the California Test of Mental Maturity remained near 80 -- possibly a reflection of cultural deprivation rather than mental retardation. RECOMMENDATIONS -- (1) for homogeneous grouping within classes, the GATB "G" test, the Revised Beta test, and the California Test of Mental Maturity -- (2) for reading and computational level, the Iowa Silent Reading Tests or Gates Reading Survey, and the Differential Aptitude Test -- and (3) California Psychological Inventory and the Kuder Interest Inventory for personality dynamics. Tables on trainee characteristics, differences in mean scores, time and cost requirements of tests, correlation of variables, and tests of hypotheses.

SOURCE: Wilson, John E. A STUDY OF THE RELATIONSHIP BETWEEN THE ILLITERATE'S CIVILIAN WORK HISTORY AND HIS PERFORMANCE IN NAVAL SERVICE DURING WORLD WAR II. (Ph.D. Thesis) Columbia University, New York City, New York 1954. 150 pp. (Xerox Price MF-$1.88)

TERMS: illiterate adults, navy training, industry, performance, literacy test, statistical data, United States

ABSTRACT: Research to investigate the value of the illiterate's work history for predicting his performance in Naval Service seemed potentially valuable in view of the paucity of information regarding this special group's selection and placement in either industry or the Armed Forces. Four aspects of the civilian work behavior were selected. They were: "socialization," the degree and mount of experience working with others; "independence," how far from home, community and own group, work had taken an individual; "progress," as indicated by time on jobs, wages, levels of skill and responsibility; and "skill," the level of skill acquired. Rating scales were constructed to measure the degree to which the man's work record reflected each characteristic. The scales' interrator reliabilities ranged from .71 to .89 with 342 cases.

The scales were used to rate the work records of 1,026 white male illiterates who served in the Navy during World War II. The ratings were correlated with three criteria of performance. The criteria were: completion vs. elimination from a training program designed to provide

minimal literacy as well as basic Naval training; a composite score which included promotions, disciplinary action, proficiency in rate, venereal disease, disability claims, and type of discharge; and promotions alone. The correlations were compared with those obtained with a non-verbal test, a literacy test, and an index of educational retardation.

Validity coefficients significant at the one or five percent levels of confidence were obtained between each of the four scales and the three criteria using the total sample. Two scales, "progress" and "socialization," yielded significant correlations with the composite criterion for the training course graduates. The scales contributed slightly to the comparison measures' prediction of success in training. They increased the multiple correlation between these measures and the composite criterion. "Progress" was consistently the most predictive scale.

The comparison measures were more accurate predictors of success in training than were the scales. The scales were most accurate and compared favorably with the other measures when applied to the records of those with more varied experience. This fact, and the above findings with the training course graduates, indicated that the work record may be a better predictor of duty performance than the other measures. The scales were worthless when the work record was not sufficiently varied to permit evaluation, which was true for younger men and those with only farm experience. The scales yielded more consistent predictions of success than did interviewers; judgments based on the same vocational data.

The low magnitude of the validity coefficients obtained with the scales raised the question of their practicality. Analysis indicated that there were a number of factors in the study which would be expected to depress the correlations obtained. These factors included: the reliability of the basic data, the scales, and the criteria used; the curtailment of the sample; and the fact that variables based on the work record alone were related to criteria of over-all performance in the Navy. The conclusion was that whether or not the correlations reflected the true degree of relationship between the illiterate's work record and his performance in the Navy could not be finally answered by this study. In view of the above factors, it was believed that the results were sufficiently promising to warrant further research with more adequate data and criteria to determine if the relationships found held up, as well as to investigate further their true magnitude.

SOURCE: Woolman, Myron and Carey, Gordon R. LITERACY TRAINING AND UPWARD MOBILITY IN COMMUNITY ACTION (A Report on the Literacy Instructor Project), The Institute of Educational Research, Inc. (A Study for the Office of Economic Opportunity under sub-contract to the United Planning Organization). Washington, D. C. 1966

TERMS: adult basic education, drop-outs, functional illiterates, literacy skills, Accelerated Progressive Choice Reading Program, Lorge-Thorndike Intelligence Test, Stanford Achievement Test (SAT), Washington, D. C.

ABSTRACT: A study was conducted by the Institute of Educational Research from August 1965 to August 1966. Its aim was to develop and test a combined literacy and job skill program for functionally illiterate dropouts in Washington, D. C. The Progressive Choice Reading Program was used as the tool for (1) developing literacy skills, (2) providing a large number of experiences in goal achievement and (3) developing the sub-professional skill of Literacy Instructor in previously functional illiterate trainees.

The basic assumption underlying this study was that a structural learning situation could be considered as its own micro-society which by necessity developed various social interrelationships, a social hierarchy, and goals and sub-goals consistent with the needs of its members. Thus, the learning situation offered opportunities to teach functional illiterates not only how to read, but how to reach goals and become upwardly mobile in a complex environment. As literacy trainees increased their reading ability, their responsibility to train others of the micro-society increased.

The United Planning Organization (UPO) screened and selected the students and organized the administrative procedures. Because of an insufficient number of students the Department of Corrections of Washington, D. C., was asked to provide inmates as subjects. Thus, only 15% of the total number of students were recruited from an urban setting. The literacy gain scores on the Stanford Achievement Test strongly favored the inmates over the urban dropouts. The mean literacy gain of the prison sample was was over three times that of the urban sample as measured in grade years on the SAT. Both groups showed gains in IQ on the Lorge-Thorndike Intelligence Test. The mean gain for all subjects was nearly 5 IQ points.

The following are the conclusions drawn from the findings. (1) Community Action Agencies which involve themselves in literacy projects must support the literacy development activities through policy directives, staff training, public relations, and administrative procedures. (2) Reformatories and similar institutions can be adapted to train inmates in situations where upward social mobility in the learning situation is linked to skill development. Where such training systems are successfully employed, learner achievement levels will probably be at least comparable to those attained in a community setting at a much lower cost per trainee. (3) The proper use of learning situations involving upward social mobility based on skill development will probably function as a cost-free incentive system within institutions. (4) The development of the "paraprofessional" Literacy Instructor through urban Literary Centers would provide a new and important "subprofessional" job category if successful.

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